General Problems Encountered in Teaching Speaking Competencies in Teaching a Foreign Language to Students

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Annotation: This article offers solutions and new methods on how to solve problems that arise in the development of speaking competence in the process of teaching a foreign language to students and provides detailed information about them.

Key words: Dialogic speech, free speech communication, preparatory conversation, theatrical methods.

Nowadays, we know that the state pays a lot of attention to the study of foreign languages. This is evidenced by the fact that on May 19, 2021, the President adopted a resolution "On measures to effectively organize the promotion of foreign language learning." In fact, speaking one foreign language is very important for our young people. Because it is important to communicate with a foreigner who speaks a language other than his own. Because to be able to express one's opinion to a person who speaks a foreign language and at the same time to translate for foreigners visiting our country, that is, to see all the sights of our country with them, to tell them about the history, past and culture of our country. Being able to express oneself freely without difficulty is the most important process in learning a foreign language.

We know that one of the most important human qualities is the ability to speak. The idea expressed through fluent speech is understandable and pleasant. Speech movements are carried out through a complex system of organs in which brain activity plays a key role, speech is a separate and high-level form of communication unique to man, and in the process of speech communication people exchange ideas and interact with each other. Verbal communication is done through language; language is a system of phonetic, lexical, and grammatical devices.

Teaching in educational institutions takes two forms: a) free speech; b) in special classes. Dialogue occurs in more fluent oral communication and is a natural basis for the development of pronunciation grammatical skills to enrich children's vocabulary; is the basis for fluent speaking skills. Dialogue is taught in special classes (1-2 sessions per month); During his time in the educational institutions, the child is able to communicate freely with the teacher and other children. At home, adults should engage in dialogue with the child on a variety of topics. Teaching dialogic speech (or oral speech) usually takes the form of a conversation, that is, an exchange of ideas between an adult and a child and between the children themselves. Special classes on the development of dialogic fluency are based on the method of conversation (conversation) and the method of imitation. These methods are often used in the following ways: Preparatory interviews; Theatrical methods (imitation, retelling). The purpose of the prepared conversation is to: Direct children to talk, that is, to listen to the interlocutor without words, to behave in anticipation of a convenient time to take a bite, to speak clearly to the interlocutor; Companion - practice pronunciation and grammar skills, determine the meaning of certain words. During the conversation, the educator uses a variety of methods, such as questions, riddles, and rhetoric. All of these methods help to direct the process of acquiring knowledge during the conversation, to ensure verbal communication, to activate children's thoughts, their attention, memories, emotions.

For elementary school students, a foreign language course lasts 2 hours per week, during which students will learn enough A2 level dictionaries on each topic based on the textbook. In elementary school, first graders need to know at least 90-100 words. This figure will continue to grow as we move from class to class. It is well-known that there are norms and criteria-based approaches to determining the acquisition of knowledge, skills and abilities in a foreign language. In the normative approach, student knowledge is assessed based on program requirements or relative to the class average. However, the student's personal performance is not taken into account when using this method of assessment. For example, a student who had a reading speed of 15 words per minute at the beginning of the quarter reported a reading speed of 20 words per minute at the end of the quarter. Its mastery rate is somewhat higher than average. But at the beginning of the quarter, a student with a reading speed of 20 words per minute showed a result of 22 words per minute at the end of the quarter. In this case, the first student rises by 5 (in coefficient), the second student rises by 2 (in coefficient). That is, although the result was not high, the first student tried harder than the second student to achieve the average level.

In addition, the study of lexical material during the lesson will be facilitated by the following table, and the homework will include homework about parents and siblings and the organization of a game in the form of a dialogue in small groups. First of all, before composing sentences, it is necessary to compile a dictionary of the sequence of words involved in them. Using these dictionaries, students begin to compose sentences and create dialogues on small topics, and gradually understand this exercise so that they can construct dialogues without difficulty. And again, when learning how to create dialogues on the basis of new technologies, for example, putting a video on a computer and a projector, based on this video, if 2 students exchange ideas with each other, this speaking competence will not be a problem for any student.

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