

## Development of Oral Speech Skills in Mother Language Classes

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**Annotation:** Oral communication skills are one of the main skills that can be developed through exercises and assignments. The article presents the necessary basis for the development of this skill and useful methods and tasks for its development. This small study was conducted to prove that creating the right speaking situations for students and working on it through different types of tests can improve their speaking skills. The article highlights the conclusions of the research.

**Key Words:** Speech, speaking, speaking skills, fluency, articulation.

Oral speech is the basis for the development of other language skills.

Speech is an interactive process that includes creating meaning, developing, receiving and processing information.

The first task of the language is to encode and decode information, that is, the speaker must correctly express his thoughts and correctly understand the information given in the received speech. Mother tongue education in secondary school should be focused on the formation of the ability to use the primary function of the language. [I.Azimova, 2020; 48]

Through speech, students learn to concentrate and organize their thinking. Speaking and speaking skills are innate and almost naturally occurring, but do not necessarily mean acquiring these skills. "Is it necessary to pay special attention to oral communication in mother tongue classes?" may think, because it is considered that a person's ability to speak in his native language is formed automatically. But not all students can express their thoughts clearly and concisely. During the practical processes conducted together with the students, we witnessed that high school students cannot clearly and clearly express their anger. It was observed that they did not develop oral skills such as free communication in literary language, critical thinking, and the ability to engage in debates. During the practice, when we asked the students various questions, we received completely different and unclear answers. This showed the need to work on communication and listening comprehension skills. Many studies have shown that oral language development is largely neglected in the classroom. Often students communicate less verbally in class than the teacher.

Oral communication skills are one of the most necessary skills not only in education but also in social activities. They should be able to understand the information they have heard, express their thoughts clearly in response to it, be able to prove their views and defend them with evidence, and be able to answer by asking correct questions. Listening and speaking skills are important for them to express their thoughts in society and in the family. are life skills. As the information age progresses, students' personal, social and professional activities will depend on their speaking and listening skills. If we want our talented students to multiply and become leaders in society, they should be able to freely express their thoughts in public. Research shows that the optimal class size for teaching oral communication skills should be small [Benton, Perlott; Mioshiri, Cardon. 2013]. effective teaching and assessment takes time. However, today the number of students in mother tongue classes exceeds 30, and this leads to passive learning.

This small study was conducted to find answers to the question of whether oral communication can be improved through various methods and exercises. The main attention was paid to exercises and tasks



that develop students' speech. Completing a variety of speaking tasks can improve students' speaking skills.

Effective ways to develop oral speech:

- Formation of students' vocabulary, pronunciation and grammatical knowledge;
- Use of various communicative speech tasks;
- Increasing students' activity in the educational process;
- To evaluate and comment on students' work;
- Poetry reveals the rich and colorful features of the language. To develop the ability to use linguistic forms for meaning;
- To tell a story. Pupils should briefly describe a fairy tale or story that they heard from someone in advance;
- Tell riddles and jokes;
- Role-playing games suitable for different situations;
- Creation of dialogic speech situations;
- A game of facts and thoughts;
- Conducting discussions during the lesson.

It is necessary to develop special exercises for oral speech in mother tongue classes. In this first of all, the child must correctly express his opinion using linguistic means, use the existing vocabulary wisely, speak without deviating from one topic, properly structure the speech, that is, entering the topic, stating the main idea, to conclude, to say It is necessary to develop and improve skills such as the ability to pre-evaluate the effect of api on the listener, to keep the listener's attention[I.Azimova,2020]

Tasks related to the formation of oral speech skills in native language classes.

The teacher brings a box filled with different things. Students express their opinions about what they think the object is and provide evidence to support why they think they do.

Work in small groups. Support your opinion with reasons. Based on the following situation, give your opinion. "Life in the city is better than life in the country" Argue from an introductory point of view.

Working with groups. Imagine you are a famous person or a fictional character. Readers have to guess who you are by interviewing you. The questions will be about your character. Questions are asked to identify the person through the character. As a group, you will write down hypothetical questions. A short interview will be arranged. Then the roles are changed.

In the next process, the questions will be answered orally.

1. Which questions of your companion allowed you to reveal the most interesting aspects of your character?
2. What do you need to do to get someone to talk in a conversation?
3. What did you learn through non-verbal communication, i.e. tone of voice, gestures, facial expressions?
4. Do gestures or words express feelings more strongly.

Working with groups. Listen to commercials. Make a list of things you need to buy in groups. Name the brands you buy. If possible, include an ad image or tagline and a fact to describe each product on your list.



Note:

- Pay attention to what attracts your attention in advertising and how it affects you;
- Pay attention to how advertising affects people's feelings about buying a product;
- Notice how some advertising slogans stick in your memory quickly.

Answer the questions orally.

1. Which elements of advertising have the most influence on your purchase of products.
2. How did the advertisement they just heard influence the group members to make a choice.
3. Do you rely on advertising or facts when purchasing products?

Communication by phone.

In this assignment, we work in groups because it helps us to acquire new knowledge. We will divide students into groups and present one of the situations. They record a dialogue speech and perform it in roles.

Note:

- Speak clearly and concisely to the person listening to you. First, introduce yourself;
- Lower the tone of your voice when speaking numerical data;
- Use a tone appropriate to the situation.

**Conditions:**

- A person who calls 1050 to report a fire;
- The person who called the relevant bank hotline about the lost bank card;
- Calling classmates to reserve a place for a holiday event;
- Interview of a person buying a product online;
- You want to invite your friend to the birthday party, he didn't pick up the phone. You must leave a message after the alarm.

Answer the questions orally.

1. How is the tone used in business or non-personal situations different from the tone used when calling friends?
2. Why is tone of voice important in phone conversations?

Listen to the audio below. Write down the most important notes in it.

Note: focus on the main idea. Identify cues from tone of voice that indicate that something is the main idea. Do not write in detail, otherwise you will not be able to listen well.

Answer the questions orally.

1. How complete and clear were your notes?
2. How did you use your voice and gestures to help you understand your notes?
3. Whose notes from the group members were understandable? What for?

Working with such tasks also helps to make the learning process interesting. Tasks are designed to encourage students to think independently and require their own personal views. Tasks of this form help students to express their relationship to topics that they already know and have a certain understanding of. In order to develop his speech, important events in his daily life were chosen. They pay attention to different aspects of speech. They can explain their point of view by distinguishing between fact and opinion. They can prove that their opinion is justified. By applying these tasks to



students, the activity in the learning process increased, by working in groups, they exchanged ideas with their peers and acquired new knowledge, which made their speech more interesting.

When we tested the tasks on 7th-grade students during practice, this process confirmed our hypothesis. We selected two groups for our small study. First, we evaluated their speaking skills. For three weeks, formative training was conducted with the students of "A" group. Various assignments were given to encourage effective communication. At the end of the study, the results of group "A" and "B" were compared. When the results were evaluated, it was found that the students of group "A" had an increase compared to the previous results.

It was concluded that tasks aimed at the development of oral speech can lead to a number of positive results, including:

**Improved Fluency and Articulation:** Regular practice with speaking tasks helps students speak more clearly and with fewer hesitations. This can make them easier to understand and improve overall communication efficiency.

**Expanded Vocabulary Use:** When students are actively engaged in speaking tasks, they learn and use a wider range of vocabulary words. This makes their speech more interesting and clear.

**Confidence and Self-Efficacy Boost:** Speaking assignments help students to successfully complete speaking tasks and increase their confidence in their speaking ability. Active participation in the process develops the effectiveness of learning. Encourages them to participate more actively in conversations and presentations.

**Develop critical thinking skills:** tasks require organizing thoughts and formulating clear arguments. This leads to improved critical thinking and problem solving skills.

These are just some of the possible outcomes of speaking engagements. Specific benefits vary based on the type of task, the individual's age and experience level, and the overall training approach.

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