METHOD OF DEVELOPING THE SPEAKING SKILL THROUGH ONLINE LESSONS

Gulnozabonu Abduqodirova

Fakultetlararo Chet Tili Kafedrasi Alfraganus University

Abstract

Up until recently, one big problem with online courses was that it was very difficult to do speaking activities. With no audio or video live element, online language courses of as little as five or ten years ago were much more heavily weighted towards writing or discrete item testing of grammar and vocabulary. With the arrival of better and more stable video conferencing tools and (perhaps more importantly) the growing availability of internet access that can handle video and audio it is now possible to begin contemplating real-time speaking activities. The widespread use of audio and video recording software and better cameras on mobile devices also afford our learners chances to 'do' speaking asynchronously.

Keywords: E-learning, speaking ability, traditional learning, EFL, quota, face-toface, implementation.

Introduction

Online learning is a solution to continue to carry out teaching and learning activities even though it is not done face-to-face. The effectiveness of online learning will be achieved if the prerequisites have been met, namely the availability of online media, time management and internet connection. The application of online learning at home (online) by lecturers is expected not to reduce students' understanding in receiving teaching materials/materials during lectures. However, in reality, the implementation of online learning has several obstacles, such as lecturers and students complaining about signal and quota constraints in online learning. Online learning cannot be implemented.

Students feel that there are too many assignments, even though students do not understand the learning material because the methods used are only lectures and question and answer discussions. The monotonous learning causes students to feel bored and lazy to speak and express their opinions. This impacts the lack of student understanding of the lecture material. Students are reluctant to ask questions about material that they do not understand. Whereas in online learning, students are expected to be free to express ideas that do not appear during face-to-face lecture activities because of shame, shyness, fear or even lack of good verbal skills.

Speaking tasks in the live online classroom can range from whole class 'circle' speaking activities and open pair work (guided by the teacher) to pair and small group speaking in breakout rooms if you have an online platform that can accommodate that. Setting these up often requires more time than in the face-to-face classroom, so you may find it's easier to do fewer activities and devote more time to them than to try and do lots of shorter activities. It's also worth looking at how our speaking activities can help learners develop not only their

fluency in English but also the complexity of what they say. Two areas that have often been cited in helping fluency and complexity are task repetition (so, repeating the same speaking activity but with a different partner or slight variation) and allowing planning time (for example, time to brainstorm ideas, and to think and outline what you want to say).We can do some of this work asynchronously, by assigning speaking tasks that involve students recording themselves and sharing the audio or video. Using breakout rooms can also afford us opportunities to set up the conditions for a task to be repeated. Another issue is monitoring and feedback. In the face-to-face classroom the teacher can easily circulate and make notes.

The implementation of online learning is relatively more efficient because lecturers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place, and time. Online learning certainly has a positive impact that will provide benefits to each party, including: (1) Institutions can overcome the problem of class limitations. Usually, in the implementation of face-to-face lectures, there are often class shortages so that these complaints can be resolved with online lectures, (2) Lecturers can use their free time to do research and serve the community, (3) Students who study while working are certainly very helpful because lectures can be done via the internet.

The implementation of online learning does not affect students' speaking skills. This is because the mindset of students growing up makes them more appreciative of others, especially lecturers who provide learning. The courage and high initiative that students have been able to respond to the stimulus given by the lecturer. Students act as givers and receivers, not only as listeners. This learning interaction makes students play the centre in learning activities. Learning independence also affects students' speaking skills because this independence can increase understanding related to the learning material presented. Students become more enthusiastic about asking questions about the learning material in order to deepen their understanding. This, of course, can train students in expressing their opinions about the learning material that they have understood.

The implementation of online learning is relatively more efficient because lecturers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place, and time. Online learning certainly has a positive impact that will provide benefits to each party, including: (1) Institutions can overcome the problem of class limitations. Usually, in the implementation of face-to-face lectures, there are often class shortages so that these complaints can be resolved with online lectures, (2) Lecturers can use their free time to do research and serve the community, (3) Students who study while working are certainly very helpful because lectures can be done via the internet during the course. This study also counseled that teachers should boost more English culture of communication in the course and inspire students to speak English with their friends.

In conclusion, using cellular phones, computers, and some educational applications can enhance the ability to speak. However, the study has some limitations. The researchers just focus on five difficult factors of speaking, and that did not figure out all other complicated aspects of whether the respondents can increase self-confidence to communicate. Hence, it is recommended for future studies that the universities should alternatively use both traditional learning and e-learning methods in teaching and studying English language, because learners

should take part in oral activities to practice regularly, exchange their thoughts in English and, the teachers hold up the task-based language teaching, and make a use of electronic instruments support the teaching and learning. It is hoped that future investigations could explore the new environment for education to help to create an interesting learning area.

Today, one of the main requirements of a high professional skill is the perfect knowledge of foreign languages. It is noteworthy that special attention is paid to the study of English, which occupies a leading position among international languages. Particular attention is paid to the development of the teaching technology in English in the educational institutions and the implementation of professional programs for this purpose. This is a predefined conceptual framework for a modeled program. In addition to teaching special English skills, terminology, vocational training materials, audiovisual resources, and texts can be seen as an aspect of the implementation of the aforementioned tasks. It is important to ensure the priority of the education system in the process of training specialists, including the introduction of new technologies in teaching foreign languages. It is well known, that the expression of thought, communication between nations, spiritual and other dialogues are expressed through language. Such technologies reflected in the education system, and it enhances the level of foreign language teaching. In each area, we also need to develop a networking approach to address the future needs of those who are fluent in English (subject to Classificatory, Qualifications and State Education standards).

Depending on the directions of the field of higher education, the use of supplementary texts in the English language teaching process will increase the ability of learners to learn languages. Alternatively, alternative methods can be used, that is, to meet the demand by adopting alternative methods of education in the education system of other countries; it is desirable to use predictions from all the above-mentioned approaches in different combinations.

The Requirements for Foreign Language Speech indicate that speaking is a requirement of time to learn many types of vocabulary. Explaining the content of other languages, especially in English language, reading and writing, speaking practice, specialization, specialization in broadband and professional literature, explanation of abstracts, theses, as well as written information exchange processes The importance of information and communication technologies is evident and clear.

The use of additional text-based curriculum is one of the methodological approaches to a well-deserved solution to the problem of English teaching. Approaches to this approach are widely used in the national methodology.

All these approaches are evidently used in different combinations, not in a pure form. It is important to note that this approach should not be overlooked in English language teaching, because it is possible to solve a number of educational issues more successfully than other technologies, thanks to such approach technology. It is easy to get information and text content on a variety of programs, using computer hardware and magnetic discs to develop speech in English language courses at non-philological universities. In addition, parts of the text or content in the text are beneficial for speech. At the same time, students have the opportunity to expand their vocabulary and participate in the research activities so that they can apply their knowledge in practice. It is possible to prepare additional text articles using press, periodicals,

74

and media. Students are encouraged to learn about interesting findings and scientific discoveries. If there are any words or phrases that are difficult to understand in the text, it is important to consider the simplified dogma to help students understand. As a result, students have the opportunity to practice their knowledge, expand their knowledge, and engage in research. The most exciting part of the course is the increased interest of students in the use of modern information and communication technologies, the unique opportunities of the Internet. Teaching English is only possible with new ideas, technologies, and development. Without a doubt, it will be a good result if you follow them during the sessions. The goal of using supplementary textual learning is to introduce students to the most common ideas in education. This technology reflects a person-oriented approach, and not only the achievement of each student's knowledge, skills and skills, but also the individual characteristics of the development, can be achieved. The exercises to check whether the reader understands the additional text can be expressed as follows: Answer the questions on the text hydro technical constructions. Some questions can be simplified when questioning exercises are used to find out if the text is read. Thus, the implementation of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. One of the most pressing social problems is training and professional development of specialists. One of the peculiarities of our time is the accelerated development of information and communication technologies and the new approach to the educational process and its organization. The XXI century is a high technology age, and modern young people are stepping not only in the spirit of the spirit but also in the development of the electronic world. Therefore, the younger generation demands a different approach to the teaching process. Teacher's role in the course is also changing. The teacher is now acting mainly as a guide. Teachers who want to take a break with the time require time to be ready for any part of the lesson through ICT.

Indeed, the role of modern pedagogical technologies and information and communication technologies is exacerbated by the purposeful organization of game classes that interest students, in order to improve the quality and effectiveness of their education. The capacity to use them is increasing day by day, and technical tools are becoming an integral part of the learning process. To teach English to computers effectively, the teacher must first be able to use computer technology at a professional level need. The use of this level includes not only the full capabilities of the computer, but also the creation of new curricula. In order to be a pedagogue of this level, every foreign language teacher needs to work more on modern technology. There are some advantages in teaching English to computer-based traditional teaching methods. First, computer-based learners will be able to test their skills in four language areas (speech, listening, writing, and reading). With the help of advanced software, it is possible. It is only necessary to direct the reader to this method of learning. Moreover, every rule of the word, every word, every word of consciousness that has been taught to teach foreign languages through the computer has been well preserved in the memory of the reader. It is because of the rich graphic capabilities of the computer, video and video content is one of the most effective ways to teach foreign languages through PC. It is best to use the Audacity, H5P, Adobe audition, and Power Point 2013, iSpring, video converter to help you with your time. Because these programs use video and audio, visual, animated themes to highlight the topic,

the effectiveness will be further enhanced. In Power Point, you can attract students to the topic by showing them in audio, video, and images. Moreover, Moodle platform will also be useful for online assessment and digital task development.

Thus, the dissemination of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. Training and retraining of experts are also actual. At the same time, the economic, political, cultural and educational relations of the state with the countries of the world are gaining ever increasing interest of our young people to the life, culture, traditions and languages of foreign countries. The role of foreign languages, especially English, is remarkable in the development of these relations.

REFERENCES

1. Haydarova, Z. N. (2023). Innovative Methods of Forming Students' Digital Learning Skills. International Journal on Integrated Education, 6(12), 37-42.
2. Фаизова, Ф. Ш. (2021). Вопросы изучения статейных списков. Н34 Наука и инновации в XXI веке: Материалы Международной, 126.
3. Xamidova, M. (2024). Methodology for Developing Active Civic Competence in Future Special Educators. Pedagogical Cluster-Journal of Pedagogical Developments, 2(10), 61-69.
4. Davidov, Y. J. (2023). The Phenomenon of Polysemy and Different Aspects of Conversion.
5. Davidov, Y. J. (2022). Ko 'p ma'nolilik hodisasining yuzaga kelish yo'llari. Science and innovation, 1(B2), 500-503.
6. Davidov, Y. J. (2023). Badiiy nutqning o'ziga xos xususiyatlari. Science and Education, 4(6), 947-952.
7. Davidov, Y. (2024). BADIIY ASARLARDA KO 'P MA'NOLI SO'ZLARNING QO'LLANILISHI. Modern Science and Research, 3(6).
8. Davidov, Y. (2024). KO'P MA'NOLILIK HODISASINING O'ZIGA XOS XUSUSIYATLARI. NRJ, 1(4), 233-236.
9. Omonova, M. (2023). Talabalarning bilish faoliyatini faollashtirishda axborot texnologiyalaridan foydalanish. UzMU xabarlari, 1(7), 143-145.
10. Khimmataliev, D., & Omonova, M. (2023). Organizing independent activity of students based on individual approach. Science and innovation, 2(B7), 97-100.
11. Yunusova, X. (2024). Ta'lim tizimi uchun pedagoglarni tayyorlash-dolzarb muammo sifatida. Ta'lim va innovatsion tadqiqotlar, 1(3), 245-248.
12. Эшназарова, М. Ю. (2013). Применение электронных учебников в учебном процессе. Молодой ученый, (9), 433-434.
13. Kadirova, Z. Z. (2024). Alisher Navoiy Nasriy asarlaridagi perifrazalarning morfologik xususiyatlari. Philological research: language, literature, education, 3(3), 38-42.
14. Kadyrova, Z. Z. (2024). The Uzbek language corpus and the practical significance of forming the base of philological terms in it. International Scientific Journal Theoretical & Applied Science, 3(131), 98-100.

15. Kadirova, Z. Z. (2021). Shukur Xolmirzayev asarlarida metaforalar. Konferensiya, 1(1), 179-185.

16. Кадирова, З. З. (2017). Из истории о перядке морфем в узбекском языке. Актуальные вызовы современной науки, 1(1), 16-20.

17. Кадирова, З. З. (2017). Ҳадис ва тарбия. Буюк муҳаддис Абу Исо Термизий ва Термизийларнинг бой илмий-маънавий меросини ўрганиш, 1(1), 9-12.

18. Кадирова, З. З. (2017). Лингвопоэтика асослари бўйича мулоҳазалар. Филолоия фанларининг долзарб масалалари" номли республика илмий-назарий конфиренци, 1(1), 3-8.

19. Ergashevna, A. M., Nosirovna, M. R., Davlatovna, K. G., & Kurbanovna, N. M. (2021). Innovative and Ecological Approaches in Improving the Professional Competence of Teachers of Medical Education. Turkish Online Journal of Qualitative Inquiry, 12(8).

20. Кулдашева, Г. Д. (2021). Пути преодоления социально-психологических барьеров в жизнедеятельности человека. Бердақ номидаги Қорақалпоқ давлат университетининг Ахборотномаси, 1(2), 81-83.