

# ANALYSIS OF ORAL SPEECH EXERCISES IN ENGLISH LANGUAGE LESSONS IN GENERAL SECONDARY SCHOOLS

Hilola Nadirova

Lecturer, Department of Foreign Languages Jizzakh Branch of the National University of Uzbekistan Named After Mirzo Ulug‘bek

## Abstract

The main goal of this article is to analyze and study the methodological features of the formation of "speaking and listening comprehension skills", which are a component of the activity of oral communication in a foreign language.

**Keywords:** Communication, speech, listening, skills, analysis.

## Introduction

One of the most important conditions for the development of any state is the effective functioning of its education system. A well-established education system ensures the formation of a highly developed, socially and personally active individual capable of playing an independent role in socio-political life. Conceptual directions, specific details, and mechanisms for reforming the educational system and training highly qualified personnel have been clearly defined.

The development of students' oral English skills begins when a child takes their first steps at school, that is, during the literacy-learning period. Speaking skills emerge as a result of systematic and continuous practical activities. Therefore, in every English lesson, especially when teaching grammatical concepts, teachers must focus on improving students' speaking competence. To achieve this, students' speech must be concise, simple, fluent, and meaningful. Thus, developing students' oral and written speech is considered one of the main tasks of English language teaching in primary school.

In the methodology of teaching English in primary grades, types of connected-speech exercises are widely practiced and conducted according to a clear plan without theoretical explanations. These include:

- providing complete and coherent answers to specific questions;
- performing various vocabulary-activating tasks;
- creating creative stories based on observation, pictures, or assigned topics.

In addition, speech exercises based on pedagogical technologies foster independent thinking and enrich students' vocabulary.

Regular assessment of students' mastery of English in primary school is one of the key didactic requirements. The State Educational Standards establish specific requirements for learners' knowledge and skills at each stage of primary education. By the end of four years of schooling,



students are expected to read 40–50 words per minute and write dictations consisting of 35–40 words according to the following criteria:

- absence of spelling errors,
- clarity of explanations,
- accurate and correct use of vocabulary.

These requirements place significant responsibility on English teachers. Every lesson ensures the quality of students' knowledge and demonstrates how effectively they can apply previously learned skills. Systematic evaluation of knowledge, skills, and abilities is carried out in accordance with these standards. Assessment serves, first of all, to determine students' readiness for new material and evaluate the effectiveness of teaching methods and techniques used in class.

In school practice, both oral and written forms of assessment are widely used to evaluate learning outcomes. These two forms involve:

1. Assessment based on the current topic;
2. Final assessment of knowledge and skills.

Although oral and written evaluations are conducted separately, students receive a single overall grade. The following aspects are taken into account:

- grammatical accuracy,
- adherence to spelling rules,
- ability to apply acquired knowledge in written tasks (dictations).

In oral assessment, question-and-answer activities, tests, logical thinking tasks, and similar methods are used. For written assessment, dictations, lexical-grammatical exercises, word-formation tasks, and transcription-based activities are employed. Throughout the academic year, depending on the nature of the lesson, several types of dictations and tests are administered. The State Educational Standards also regulate the number of words used in dictations for assessment purposes.

Regular assessment of English knowledge, skills, and abilities enhances students' literacy and improves their understanding of linguistic concepts, which ultimately leads to more effective mastery of speech culture.

Memorizing English poems also plays a significant role in developing students' oral speech skills in primary school. The main purpose of learning poems is to cultivate a love for poetry, develop aesthetic taste, and help students perceive the best examples of poetic art. Poems selected for primary grades are simple, easily understood, and based on children's everyday lives—fun activities, toys, pets, and nature. When organizing poem-memorization activities, teachers have several responsibilities:

1. Ensuring that all students remember the poem;
2. Developing and reinforcing students' interest in poetry;
3. Assisting students in understanding the meaning of the poem and unfamiliar vocabulary;
4. Teaching students to recite poems expressively in front of an audience.

All these objectives must be achieved simultaneously. When selecting poems, teachers must consider students' age, psychological characteristics, and memory capacity. The length of



poems should be appropriate: one stanza for Grade 1, 1–1.5 stanzas for Grade 2, and 1.5–2 stanzas for Grades 3 and 4.

Before beginning the memorization process, the teacher must determine which students memorize quickly, slowly, thoroughly, or poorly. For example, while teaching the poem “Little Bear” to Grade 1 students, the teacher should first explain the content and assist them in understanding the meaning.

During my observation of an English lesson in Class 1A at School No. 31, I witnessed that the teacher successfully engaged students in the learning process. The most important responsibility of a teacher is to spark students’ interest in the subject. The English lesson was conducted in an engaging manner, and the students were highly active. The classroom was beautifully decorated with various visual aids, and the teacher effectively used multimedia resources, including a television. According to the teacher, students remember what they see and hear much faster than what they write. Therefore, multimedia tools are used more frequently during lessons. As a result, students can memorize more than ten English poems in one academic year and respond quickly and accurately to various questions.

For first-grade students, this level of achievement is a remarkable success. If students maintain this level of interest, they will master English fluently by the time they complete school.

Furthermore, teaching synonyms and antonyms also significantly contributes to the development of students’ speech. Synonyms are words with different forms but similar meanings, forming synonymic sets. Such sets consist of two or more words, for example: *poor, needy, moneyless, penniless; bad, weak, unhappy, impoverished*. Synonyms enrich the vocabulary of a language, and the more synonyms it contains, the more expressive the language becomes. English is rich in synonyms.

In primary school, students are introduced to synonyms, and by Grade 3 they begin practicing synonym recognition. For example: *learn—study, read, discover; joy—delight, pleasure, happiness; brave—strong, intrepid, unafraid*.

Antonyms express opposite meanings, such as *black—white, big—small, poor—rich, happy—sad*. One of the essential qualities of a modern teacher is dedication to their profession. The success of the educational process largely depends on the teacher. A teacher must possess deep knowledge of the subject and its methodology, as well as the ability to present material in an engaging manner. The more skilled the teacher, the higher their authority among students.

Another important requirement is that teachers must genuinely love children, take interest in their lives, and respect each student. Only a person who devotes their knowledge and energy to shaping children’s future and raising them as loyal citizens of the homeland can be considered a true teacher.

In primary school English teaching, communicative competence is developed in line with the goals and objectives of the subject. Communicative competence includes linguistic knowledge, sociocultural awareness, and speech skills. Linguistic competence involves understanding language rules, mastering vocabulary, grammar, and pronunciation. Sociocultural competence includes national and cultural characteristics and intercultural communication skills. Speech competence involves the ability to use language tools in real communication, describe, narrate,



express opinions (monologue), understand others' speech (dialogue), and comprehend texts in a foreign language.

Students must acquire the following practical communicative skills:

- using language material appropriately in communicative situations;
- expressing ideas in prepared or spontaneous monologic and dialogic speech;
- mastering different types of reading (skimming, scanning, intensive reading);
- extracting information from original and adapted texts.

Our analysis also highlights the relevance of role-playing activities in English lessons. Such games provide both educational value and high levels of student engagement. Role-plays enhance listening, speaking, reading, and writing skills while helping learners master and reinforce language material. Students participate enthusiastically and strive to succeed, while the teacher uses these activities to deliver both educational and moral instruction.

### References

1. O'zbek va rus tillarida 1. Karimov I.A. Yuksak ma'naviyat-yengilmas kuch –T.: Ma'naviyat, 2008. 171 b. 2
2. Jalolov J. Chet til o'qitish metodikasi. –T.: O'qituvchi, 1996. –368 b.
3. Hilola Nadirova. Jamiyat va innovatsiyalar - Obshchestvo i innovatsii - Jamiyat va innovatsiyalar Maxsus nashr -1, №01 (2020) / ISSN 2181-1415

Internet materiallari

1. <http://dissershop.com/diplom/metodica-obuchenija->
2. <http://dissershop.com/diplom/metodica-obuchenija->

