



## SPEAKING AS ONE OF THE LANGUAGE COMPETENCE

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**Tayanch so'zlar:** nutq, chet tili, talaffuz, maqsad, tajriba, o'qitish.

**Ключевые слова:** говорение, иностранный язык, произношение, цель, опыт, преподавание.

**Key words:** speaking, foreign language, pronunciation, presentation, purpose, experience, teaching.

Speaking always aims at communication and presupposes a different level of formality depending on the settings and the audience. Learning to speak in a foreign language differs from learning other subjects due to its social nature. Language is part of person's identity, and speaking is used to convey this identity to other people. Since oral production is open to audience scrutiny, lack of confidence and fear of looking foolish cause speakers' anxiety. People are also concerned about such things as grammar, lexis, and pronunciation.

There is a wealth of publications on the issues of making presentations and how to prepare a presentable talk and deliver it. However, teaching and learning to make well-organized presentations in front of an audience takes a lot of practice - learners need some systematic training in preparing and performing. The principal purpose of training is to provide the most effective learning experience for the student.

Each learner encounters various difficulties in making presentations, and these difficulties need to be identified and dealt with. Evaluation of public speaking allows to determine strengths and weaknesses and work out the methodology of teaching effective presentations. The outcome of research is drawing general outline of good practice in helping learners master speaking skills.

In the investigation into ways to develop students' speaking ability in general and presentation skills in particular, it is believed that the study needs to present the previous and current literature on presentations. Besides, it should show the



relation between knowledge and skills and then define and explore the nature of speaking, types of classroom speaking, and some aspects of oral presentations.

In language teaching, a great importance has been attached to strategies of improving and developing students' oral communication skills and enhancing their oral or speaking competence. There are so many attempts to define the notion of speaking itself. According to Bailey, speaking is a speech production that becomes a part of our daily activities, . While Thornbury says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary).

It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take what and for what reason. Then Weir defines that there are five aspects have to pay attention in speaking, they are content, vocabulary, grammar, performance, and fluency. Gammidge said that there are many requirements for making a good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

According to Oxford Advance Dictionary by Hornby, competence is (of person) having ability, power, authority, skill, knowledge, etc, (to do what is needed). While the meaning of ability or competence according to Chomsky in Hadfield J., and Hadfield C. is "the speaker-hearer's knowledge and ability thus includes concepts of appropriateness and acceptability. The study of competence will inevitably entail consideration of such variables as attitude, motivation, and a number of socio cultural factors. Speaking ability is not fluent speaking but conversation .

Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness into account who is speaking to whom, in what circumstances, about activity as well as feed-back activity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice-controlled, awareness, and finally fluency conversation.



Brown (2004: 141-142) indicating that one can be called have speaking competence if he/she is able to:

- 1) Imitate a word or phrase or possibly a sentence (imitative).
- 2) Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).
- 3) Respond a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
- 4) Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
- 5) Maintain social relationships with the transmission of facts and information (interpersonal).
- 6) Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).

Meanwhile, Ur says that the characteristics of a successful speaking activity are as follows: 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but even most time is taken up with teacher talk or pauses.

2) Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation



- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life.

These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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#### РЕЗЮМЕ

Ushbu maqola til kompetensiyalaridan biri sifatida gapirishga bag'ishlangan.

#### РЕЗЮМЕ

Данная статья посвящена говорению как одной из языковых компетенций.

#### SUMMARY

This article is dedicated to speaking as one of the language competence.