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**FUNDAMENTAL PECULIARITIES OF SPEAKING SKILLS FORMATION
IN TEACHING ENGLISH**

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Speaking is a productive kind of speech that provides oral verbal communication when combined with listening. The substance of speech is the verbal form of thinking. Undoubtedly, oral speech plays an important role in the development of students' cerebration, which significantly helps secondary schools achieve their main goals in teaching [1, 248].

To begin with, students master the norms, communication tactics, and mechanisms of inclusion in independent activities for the search, processing, and acceptance of educational information in order to make a decision for a specific created or real situation while learning a foreign language. This method of teaching a foreign language “laid the groundwork” for the communicative theory of learning, which was thoroughly examined by Russian methodologist

E.I. Passov.[6, 89] The approach's feature is situational self-modeling. The main idea behind this approach is that all types of speech activity should be communicative in nature (speaking, listening, reading and writing).[2, 166]

The primary obstacles in learning verbal communication are following:

Students are embarrassed to speak a foreign language, fearful of making mistakes or being criticized;

Pupils have nothing to say about the topic at hand;

Learners do not understand the speech task;

Students do not possess the studied speech tools necessary to resolve a problem situation.

Pupils are unable to participate in a collective discussion of a subject or issue for one reason or another (one speaks - the others stay silent);

Students lack the required length of communication in a foreign language, often switching to the vernacular during collective discussions. [3, 173]

"If at the initial stage of learning, oral speech develops less creative (although absolutely necessary) types of mental activity, such as recognition and memorization, in the future it requires

students to be more mentally active. At the lessons, peculiar problem situations are created, schoolchildren should come up with as many solutions to a particular speech problem as possible, taking into account the language means available in their distribution. This contributes to the development of their mental activity. The expanding capabilities of oral communication are the driving force behind practical instructors' growing interest». [10, 119] Speaking learning algorithms vary owing to the variety of spoken speech encountered in foreign language education. The features of teaching monologue and dialogue are similar, but still have differences. The following features of teaching monologue are noted: varieties of monologue (welcome speech, praise, censure, lecture, story, characteristic, description, etc.), characteristics (purposefulness, correspondence to the speech task, continuous character, logic, semantic incompleteness, independence and expressiveness), learning paths ("from top to bottom" - skills are developed based on the read text and "bottom up" - the work proceeds without text), as well as supports (language, speech and content (verbal and non-verbal)).

Teaching dialogue has a variety of features: varieties (free and standard), characteristics (reactivity and contextuality). One of the special features of teaching dialogue is a strong connection with another type of speech activity – listening, which is objectively logical, because statements from both sides are important in dialogical communication, and they must be understood and taken into account before the next remarks. As for the ways of learning, there is a similarity with the training of a monologist. [7, 155] The "top-down" path involves the teacher's selection of typical dialogs for various typical situations. The "bottom-up" path does not imply the presence of a sample dialogue, but at the same time develops the ability to ask different types of questions, logically answer questions, use different response cues, showing interest, use various introductory structures and cliches, use methods of implementing speech functions (consent, disagreement, requests, refusals, etc.). [5, 54]

The communicative methodology in teaching a foreign language, and in particular in teaching speaking, is closely related to the phenomenon known as the Lexical Approach, which is a phenomenon that is commonly used in foreign methods of teaching English. As a general rule, educating a foreign language is restricted to learning grammatical structures, with vocabulary playing a secondary role. However, improving language skills and expanding vocabulary are essential for effective communication in a foreign language.

As it was declared by Michael Lewis in his book "The Lexical Approach", the state of ELT and a Way Forward that first introduced the concept of the lexical approach in teaching. He outlined the fundamental concepts of the lexical approach while teaching English. According to Michael Lewis, the lexical approach is a way of teaching a foreign language in which vocabulary serves as the foundation, or the foundation of the language, and which must be acquired in order to successfully execute communication in the foreign language. Although grammatical skills are less important while learning speaking, it cannot be denied that a speaker who knows grammatical rules of the language and knows all of the cases in which the Present Perfect Simple is used has a better chance of a successful communication process than someone who knows the language's grammatical rules and knows all of the cases in which the Present Perfect Simple is used but has a limited vocabulary. [9, 117]

So, the basic idea of the lexical approach is the distinction between vocabulary (a collection of individual words with a fixed meaning) and lexicon, which is a collection of words that contains combinations of words that have been stored in our lexicon. The term "lexical chunks" is used to describe such combinations in Lewis's work, but "lexical blocks" or "word combinations" are used in Russian-language texts.

In terms of grammar, the focus changes from the sentence structure to the structure of a stable expression (collocation), and finally to the internal grammar of the expression. Within the lexical approach, this phenomenon is referred to as lexicalized grammar. As a result, lexical compatibility is a necessary requirement for a word's lexical meaning to be manifested within the context of a syntactic

construction; in other words, vocabulary and grammar are intimately interwoven. Thus, the lexical approach's fundamental assumptions are as follows:

-Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (John Wilkins)

-Vocabulary is not considered in the context of one isolated word, it is always word combinations or collocations, as they are remembered faster.

-Without investigation and extensive study, grammatical structures may be fixed (is it possible to use the question "Have you visited this location before?" in a case where Present Perfect is unfamiliar to a student)

-The way we use vocabulary forms and develops grammatical skill. It is not always feasible to explain the natural usage of specific terms or the choice of a certain phrase in favor of another (*I can't stand* = I hate it. If I mean I love it, should I use the expression *I can stand*?)

-The context in which a word or a word combination is used becomes crucial. [8, 49]

The primary objection leveled at the lexical method. It is theoretically unsound, although it does not contradict or even develop the communicative technique that is now used to teach foreign languages. The lexical approach stays unchanged and may be used in conjunction with established teaching approaches.

At the current level of development of the English language teaching methodology, the lexical approach is implemented primarily via the teacher's ability, and practically every exercise may be modified to conform to the lexical approach's principles. Because the lexical method entails a comprehensive approach to grammar and vocabulary instruction, followed by the derivation of lexical and grammatical structures into speech (using the lexicalized grammar/grammaticalized lexis concept), the primary emphasis is on the internal grammar of the word. The training includes activities that require participants to match words (collocations) as well as those that require them to concentrate on whole sentences and phrases.

The term "Speech Patterns" refers to lexical and grammatical structures - or patterns used in speech. The use of a lexical approach in foreign language lessons requires a rethinking of one's perspective on learning and a greater level of preparation on the part of the teacher, as most modern manuals for learning a foreign language, and particularly English, are not yet geared toward the use of a lexical approach in its purest form.

To conclude, the concepts of communicative methods including dialogic speech, lexical approach, comparing and contrasting the learning process with the communication process has been viewed as the most efficient ways to improve speaking abilities. One of the peculiarities of teaching dialogue is a strong connection with the listening part, because in dialogical communication, statements from both sides are crucial, they must be understood and taken into account before the next remarks. As for the ways of learning, there is a similarity with teaching a monologue. It involves the teacher's selection of several dialogues for various typical situations.

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