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DEVELOPING SPEAKING SKILLS THROUGH DIFFERENT INTERACTIVE ACTIVITIES IN PRE-INTERMEDIATE LEVEL STUDENTS

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Abstract: As the world is becoming more modern, demand for learning English is increasing day by day, the reason is English is considered as world language. In Uzbekistan teaching English is also one of the main aspects of teaching system, because of this it demands from teachers to be more modern and learn new teaching methods. Compared to traditional method teaching students with modern and interactive methods is accepted in teaching as it reduces students' boredom. For developing learners' speaking skills there are many interactive activities such as discussion, simulations, role playing and so on. These activities will help students to feel more confident in speaking and while working with their partners they will try to correct their mistakes in their speech in order not to make mistakes repeatedly. In this article interactive activities for developing speaking skill are discussed with their beneficial sides.

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Key words: speaking skill, interactive, activities, communication, narrating.

Under the guidance of President Shavkat Mirziyoyev, special attention is paid to the formation of harmoniously developed, highly educated, modern thinking generation, able to take responsibility for the fate of the Homeland. At present great importance is attached to the study and teaching of foreign languages. According to the President's decree, foreign languages especially English are taught starting from the 1st form of primary schools as game lessons. For this reason, new textbooks which include games, songs and videos have been created for younger learners and this demands from learners to be well-educated in foreign language when they finish school. By learning foreign language especially English students will enhance their knowledge about the world and they will have a chance for going abroad and attain relevant job opportunities.

In learning language, there are four skills to learn so that the learners will comprehensively master the target language. Chaney (1998) points out speaking as the process of constructing-sharing the words' meanings. It can be expressed through the verbal symbols within various contexts—as well as the non-verbal ones. The purpose of teaching English in higher education is to encourage students to gradually understand grammar and make use of English to communicate—as English, as we know, is an international language. There are many learners who feel that speaking in a new language is the hardest part of the lesson comparing to other aspects such as reading, writing, or listening (Maniam & Vaithinathan, 2018).

Many learners feel that speaking in a new language is the hardest part of the lesson comparing to the other aspects such as reading, writing, or listening because of two reasons. First, speaking is used for real or direct moments, someone will be waiting for your answers or responses when he is talking to you. According to Bailey in Nunan (2003), another reason is because when you speak, you cannot revise or edit what you wish to say unlike when you are writing.

For eliminating such kind of problems some activities are given for practicing during lessons and they are:

Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 2007b)

Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his

or her partner to the class. (Carter, R. & Nunan, D. 2001)

Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? Or. What is the easiest way of earning money? Or what do you think about lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

The usage of such activities help teachers for organizing effective lessons and students will have great interest for the lessons as the main thing in ineffective lessons is boredom. Many scholars such as Nunan and Harmer emphasize that teachers should select activities and materials according to learners' interest as pre-intermediate learners can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job. By doing above mentioned activities they can practice all topics.

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