

УДК:612.858.73.  
DOI 10.35254/bhu/2022.62.33

Derbishaliev J. B.,  
Kaidyldaeva E.  
BSU named after K. Karasaev

## WAYS OF IMPROVING STUDENTS' ENGLISH SPEAKING SKILLS

### Abstract

Nowadays many students learn English at universities, attend English intensive courses but they feel themselves not very confident when they start to communicate. They know all grammar rules perfectly, the words and useful collocations in their mind but there is no progress in spoken English. Students' English grammar is perfect, but when they start to speak, it is just not the same. In this article I want to share with some tips which will help students to speak English confidently without any fear. I hope with these steps students will move from being struggling students to being a successful speaker.

**Key words:** to automate vocabulary, to increase fluency, to gain confidence, to choose the right tools, collocation, proficient speaker, immerse, juggle, comfort zone, chunk.

Дербишалиева Ж.Б.,  
Кайдылдаева Э.,  
БГУ им. К. Карасаева

## СПОСОБЫ УЛУЧШЕНИЯ РАЗГОВОРНЫХ НАВЫКОВ У СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

### Аннотация

Сейчас многие студенты изучают английский язык в университетах, посещают интенсивные курсы по английскому языку, но чувствуют себя не очень уверенно, когда начинают общаться. Они в совершенстве знают все правила грамматики, слова и полезные словосочетания, но прогресса в разговорном английском нет. Английский язык у студента может быть отличным, но, когда они начинают говорить, у них появляется некий комплекс. В этой статье я хочу поделиться некоторыми советами, которые помогут студентам говорить на английском языке уверенно и без страха и перебороть свой комплекс. Я надеюсь, что благодаря этим шагам изучающие английский язык превратятся из борющихся со своими страхами студентов в успешных ораторов.

**Ключевые слова:** автоматизация словарного запаса, повышение беглости речи, обретение уверенности, правильный выбор инструментов, словосочетание, опытный оратор, погружение, жонглирование, зона комфорта.

Дербишалиева Ж.Б.,  
Кайдылдаева Э.,  
К. Карасаев атындагы БМУ

## АНГЛИС ТИЛДУУ СТУДЕНТТЕРДИН СҮЙЛӨӨ КӨНДӨМДӨРҮН ЖАКШЫРТУУ ЖОЛДОРУ

### Кыскача мазмуну

Бүгүнкү күндө көптөгөн студенттер университеттерде англис тилин үйрөнүшөт, интенсивдүү курстарга барышат, бирок алар баарлаша баштаганда өздөрүн анча ишенимдүү сезишпейт. Алар бардык грамматикалык эрежелерди, сөздөрдү жана пайдалуу сөз түркүмдөрүн сонун билишет, бирок англис тилинде сүйлөөдө эч кандай прогресс жок. Студенттин англис тили абдан жакшы болушу мүмкүн, бирок алар сүйлөп жатканда, кандайдыр бир коркуу сезими пайда болот. Ал коркуу сезимдери студенттердин баарлашуусуна тоскол тийгизет. Бул макалада мен студенттерге эч кандай коркпостон англис тилинде ишенимдүү сүйлөөгө жардам бере турган кээ бир кеңештер менен бөлүшкүм келет. Бул кадамдар менен озуно ишенбеген, баарлашудан корккон студенттерден, ийгиликтүү спикер болууга өтүшөт деп ишенем.

**Түйүндүү сөздөр:** сөз байлыгын автоматташтыруу, эркин сүйлөөнү жогорулатуу, ишенимге ээ болуу, туура шаймандарды тандоо, collocaция, спикер, чөмүлүү, жонглёр, комфорт зонасы.

Nowadays many students learn English at universities, attend English intensive courses but they feel themselves not very confident when they start to communicate. They know all grammar rules perfectly, the words and useful collocations in their mind but there is no progress in spoken English. Which is a great image, for many, many students. In this article I want to share with some tips which will help students to speak English confidently without any fear. There

are following steps:

- a) How to learn speaking
- b) How to automate vocabulary
- c) How to increase fluency
- d) How to gain confidence
- e) How to choose the right tools

1. “How to learn?” – Very important thing here is to learn speaking by listening. Unfortunately, many students around the world learn speaking with books by looking at words, by reading and reading them aloud [1.76]. Why do students do that? The reason is we “teachers” told them because our teachers learned us to read aloud too. The reason was that because in the past there was no access the native speakers voice. But now the world has changed but unfortunately education has not changed but it needs to. Why it is important? Because speaking and writing are two different systems. We have been speaking over 10000 years we have only been writing for maybe 5000 years. We began writing with the Egyptians and the Sumerians with their cuneiforms in about 30000 BC. Speaking came first. Writing was a way to capture what we say. Grammar is a way to capture what we speak. And it does great job, but it is not perfect. And yet still so many people choose the books to help them learn to speak. It is other way round. We should start with the speaking and the listening and the books come later. The book can be useful maybe later but start with doing, start with the listening and the speaking, and writing comes later. Learning by listening has the following benefits: Students learn natural English. Students know that the language is spoken not written. Students learn pronunciation, they get the context and they know how to learn, how to use the language when they are speaking, that is why students must begin by listening. Now we are surrounded by native speaker texts or proficient speaker audio texts, videos, YouTube. We can get anywhere. There are audios all over the world. So start using it and learn speaking by listening.

2. What does automate mean? To automate something is to make it automatic. like without thinking, do you know the phrase “autopilot” or to do something on autopilot? Sometimes I am driving on autopilot. It just means I am driving without thinking at the same time. When we learn grammar we take 16 different grammatical items and through practice automate them. So students are using them without thinking. Students can do the same with vocabulary. Automate vocabulary. How do students do it? Very simple tried and tested method “repeat” and “juggle”. What do we mean by that? First of all, students should find something to listen to. So students are listening to something and repeat a word or a phrase, may be collocation. So students are listening something for example an audio tape it says “I love Paris” and students stop it and repeat. That is “repeat”. The “juggle” is that students then change the word. What is juggle? Students take a word and change it [2.84]. In our example “I love Paris” students could change the word “Paris” “I love Bishkek”, “I love Kyrgyzstan”, “I love New York” it is easy, so student could juggle by changing a word or they could change the tense “I love Paris”, “I loved Paris”, “I will love Paris”, “I used to love Paris”. So students juggling the tense. Very, very simple listen, repeat and juggle. And that formula starts to get students automatically using vocabulary making it active and more automated. We are now surrounded by audio and video. There is a lot of it. And their lots of really

good tools you can use.

3. “How to increase fluency when speaking”? Here focus on chunks. [3.90.] What are chunks? Chunks are pieces of language typically 2 words together or may be 3 or 4 words that go together normally. So chunks maybe collocations like “heavy rain”, we don’t say “big rain”. These words go together like friends they stick together. Chunks could be idiomatic expressions like “kick the bucket” meaning “to die”. “He kicked the bucket” [4.97]. It could be “filler” like “on top of that” When we say “on top of that”, you don’t want to be thinking is it in top, on top of this, on top of that students don’t want to be thinking you want a ready-made chunk on top of that. So students learn the chunk without thinking about aa the words and this as students can imagine speeds up their fluency. I mean take collocations. Let’s take the word “shopping” for example. When students learn the word “shopping” they should also learn some common collocations. Students could look up from dictionary and other different websites and there they could find for example “shopping” collocations – weekly shopping, online shopping, late- night shopping, a shopping spree or shopping hours”. These are chunks of language that if students learn them they can use them much more flexibly. They don’t have to think. Somebody says, “what did you do at the weekend?”. “I did my weekly shopping”, if students learn the collocation it just helps them become much more fluent it is very simple when you think about it. When students learn words, one word you have to think about putting them together. When student learn chunks they don’t have to think about putting them together, they think about putting the chunks together, imagine a builder, building a house he is using bricks. And he puts the bricks one by one. He puts the bricks on top of each other. That is quite slow and takes time to build a house. But now imagine somebody has a new invention and gives him four or five bricks in a layer glued together. And all he has to do is put the layer so bricks on top of each other. It is much faster. What is more the house is going be better because it will be more accurately aligned. It is the same with language, using these layers or chunks, more accurate it is faster [5.100.] So, student’s speech become fluent. When they are learning vocabulary think and learn and use chunks.

4. “How to gain confidence”? So, push the comfort zone. Comfort zone are, the area of doing things where you feel comfortable. May be students learn English by watching a film [6.110], so they feel comfortable, when they read a book they are comfortable. When somebody says, why don’t they record their voice? Oh no, we are not very comfortable. Why don’t you get speaking partner on Facebook? Oh no, we are not very comfortable with them. Why don’t you go join the classes down the road? Oh no, we are not very comfortable. So, there is almost a fear if they like of breaking their comfort zone. But when they use English in the world they are going to have to interact with other people speak to strangers, be nervous, make mistakes, have other people sometimes laugh at your mistakes, it is going to happen, so get used to it. When they start to speak with other people students get used to being nervous, get used to making mistakes in front of them, get used to those feelings of being uncomfortable. How do the students get used to it? Push their comfort zone do these things that make students uncomfortable. And I think one of the best things they can do is really practice with other people. Yes, they can practice speaking on your own, it is great, but to take your confidence up to the next

level, they should practice with other people. They will feel uncomfortable. But the great thing the students get used to feel uncomfortable, they will get used to feeling nervous, they will get used to making mistakes in front of other people, and then by pushing their comfort zone they will be in a much stronger position and have more confidence to face with native speakers. So, go out and push the comfort zone.

5. "How to choose the right tools?" My suggestion is immersing students in natural spoken English. It is all well and good having a teacher and practicing with English which is for students, but it is really important don't forget the real world and that you also engage and immerses students in natural spoken English[7.146.], which is not for students which is used by not normal people, by native speakers or proficient level speakers of English. Why is this important? The teachers are great, but teachers and course books normally limit the language they expose students, they speak slowly, they correct students, they are polite, they encourage, it is kind of artificial bubble where students can build up their confidence that is great. But also the real world is a bit different. People are not so polite, they may not correct them, they speak quickly, they expect students to understand. Having course and have the teachers, books of course great, but also make sure students immersing in spoken English. This connects with a lot of things above, these are listening, learning speaking by listening and using different tools. Nowadays there is so much opportunities videos and podcasts that students can find on the internet, in the television or through the radio. I think it is great to be looking at news broadcasts, current affair, shows, chat shows interviews with people great natural English. Obviously films are good to bear in mind, films are scripted, they are "semi natural" but still a great to immerse their self in English. There is a tool which has a great balance it is "Woodpecker Learning app" [8.68.] It gives students access to the real world stuff. Students get access to hundreds of thousands videos that students can choose from the app and be watching them all in one place, lots of them have got subtitles, so that gives students the support if they want the written support. But it is great opportunity to submerge themselves or immerse in the natural English language.

These five steps will help student to improve their English:

- a) How to learn speaking
- b) How to automate vocabulary
- c) How to increase fluency
- d) How to gain confidence
- e) How to choose the right tools

These are just steps and the needs day to day practice. Following these steps students will easily speak English confidently and fluently, but they should be patient and persistent, keep practicing day after day.

In this article I write about increasing students overall level of English. It is takes time but it is fun and great. I hope with these steps students will move from being struggling students to being a successful speaker. That would be great.

#### **Литература**

1. Сорокина А.И. Роль вопросов преподавателя в воспитании мышления студента. /А.И.Сорокина. - М., 1999. – 192 с.
2. Пурцеладзе С.Д. Вопросы преподавания грамматики. / С.Д. Пурцеладзе. - М., 2000. – 212 с.
3. Баранников И.В. Методика обучения иностранному языку. / И.В. Баранников. - Л., 1981. – 195 с.
4. Щерба Л.В. Преподавание иностранных языков. / Л.В. Щерба. - М., 1947. – 102 с.
5. Littlewood W. Foreign and second language learning. /W. Littlewood. - Cambridge University Press 1984. - p. 68
- 6., Slade D. Conversation from description to pedagogy. / Slade D. Thornbury S. - Cambridge University Press, 2006. – 201 p.
7. Scrivener J. Learning teaching/ J. Scrivener. - Oxford University Press, 1986. – 190 p.
8. McKay S.L. Teaching English as an International Language. / S.L. McKay, 2002. – 211 p.
9. Мильруд Р.П. Методика преподавания английского языка / Р.П. Мильруд, 2007. – 100 с.
10. Дербишалиева Ж.Б. Цели устной речи при изучении английского языка/ Ж.Б. Дербишалиева // Вестник БГУ, 2021. - №2-3 (56-57). – С.72-74.
11. Hasanova A. The philosophy of being a teacher Humanistic. / A. Hasanova // Linguistic, Psychological and methodological aspects of language teaching, 2022. - Cyberleninka.ru. с.76, 84, 90,97,100,110,146