



## **Developing speaking approaches in teaching ESP**

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**Annotation:** The object of this article is to make an in-depth study of the English language teaching, particularly, speaking skills. The article gives a brief overview of the substance of the topic and its importance today.

**Keywords:** vocabulary, techniques, understanding, quantity and quality, communication, negotiated interaction

Our achievement is that regarding youth which free, self-dependent and new minded being capable of responsibility of personal duties for our country's future as our confidence and support. During the years of independence an enormous number of successful reformations have been carried out by our government under the leadership of the president of our republic Shavkat Mirziyayev Miromonovich.

Although this is a rather short period of time for a young state to develop, our motherland has been able to overcome many difficulties and began to prosper again in many fields of life. Today Uzbekistan is a world-known mighty and peaceful country that stands at the same rank with the world's independent democratic nations.

There are three main concepts in this section which split into twelve overarching principals that teachers of ESP can employ to learn how to teach language better. Cognitive principles, affective principles and linguistic principles are the ways of effective teaching which get insights into successes and failures we face in our professional life. During my teaching process to be aware of how students do vocabulary activities and learn by heart them by comprehending in cognitive

principles. Strategic investment in Cognitive principle is important while students are being busy with overloaded vocabulary exercises in L2 because it helps to students not to spend their whole batteries for understanding and producing the language. Self-confidence is one of the crucial factors to understanding students' belief that they indeed manage to solve vocabulary tasks in affective principles. For instance: students may do some crosswords by the help of academic vocabularies without teacher's assist.

Firstly, group working helps to students improve their quantity and quality, secondly it fosters their abilities to interact effectively with others in both professional and personal terms. Relying on teaching statement of David Chiesa, teachers should provide a cooperative atmosphere between teachers and students or students and students as if they have already understand the knowledge and skills which they have not used in their life by the help of different tasks such as problem solving.

It is reveal that after awaring of Chiesa's notion, the lesson should not be only about helping learners with specific knowledge and skills, but to help them enhance to meet the demands of society. Teaching and learning vocabulary is very important to communicate in English. Knowing grammatical usage of vocabulary is not satisfied so we have to aware of how to use them and when we have to use them in social branches.

There are some tips about teaching vocabulary in communicative language teaching. As an integral part of communication. An expanded focus of pronunciation. Speech awareness and self-monitoring. Meaningful practice link between listening and pronouncing /speaking A focus on sound /spelling relationships. A focus on the uniqueness of each ESP learner Teaching Vocabulary: Integration of teaching vocabulary and pronunciation. Teach both form and function an emphasis on speech awareness and self-monitoring. A focus on meaningful practice, a focus on the development of the whole range of vocabulary skills. A focus on a systematic vocabulary teaching .A focus on the uniqueness of each ESP learner. Integration of teaching vocabulary and

pronunciation from the very beginning the significance of the expressions that are practiced should be made use of. Teach both form and function. The beginning should be made with expressions concretely intelligible: formulas of greeting, short sentences about objects in the classroom, and actions that can be performed while naming them. As the work goes on to connected narrative and descriptive texts, this method must be continued. The texts, must at first be confined to very simple discourse about concretely illustrable matters. Pictures are here of great use. An emphasis on speech awareness and self-monitoring. Teacher is the facilitator-coach and organizer of instructional activities. Here there is the need for patience and support of learners who, as they are engaged in developing their L2 pronunciation skills, may go through a period of deteriorating performance as they give up old ways and have not yet become fluent with new ways. A focus on meaningful practice Special speech-activity experiences suited to the communication styles and needs of the learners' real-life situations.

A focus on the development of the whole range of vocabulary skills. The teacher should find ways to help students work on all four kinds of vocabulary skills: productive, receptive, sociocultural and linguistic. What does it mean to know and learn new vocabulary? Vocabulary is a necessary ingredient for all communication. A large vocabulary is needed for overall language success as a language teacher, one of our main tasks is to help students develop a rich and useful vocabulary inventory. Knowing a word involves a whole lot more (pronunciations, meanings, contexts, collocations, spellings, etc.) .Knowledge of vocabulary involves receptive and productive skills. We learn vocabulary implicitly and explicitly. Learning vocabulary is a cumulative process and it must be actively taught, learned, and recycled. Important first steps in L2 vocabulary teaching!

- Have a communicative purpose (a reason to learn the words)
- Provide Comprehensible input and good models
- Organize effective practice (lots of repetition, recognition and recall)
- Start with input-work to output (receptive to productive skills)

- Teach vocabulary within context accompanied by some type of visual or aural aid
- Enhance learning with culturally authentic visuals/illustrations
- Practice vocabulary in various contexts in order to remember it and to develop an understanding of the range of usage of a given word
- Frequent and effective practice (engagement), 8 -12 encounters are needed
- Have learners manipulate new vocabulary in different ways (receptive and productive skills)
- A combination of speaking and writing activities must be used • The more engagement learners have with a word, the better it will be retained.
- Help students learn and use effective strategies

Teachers are seen both as creators of learning opportunities for their learners and users of learning opportunities created by learners. Teachers need to produce a balance between their role as planners of teaching acts and their role as mediators of learning acts. Kumaravadivelou believed “the best way we can maximize learning opportunities in our classes is through meaningful learner involvement”. Learner involvement helps both the learners and the teachers to make informed choices. Norton proposed the notion of “learner investment” as a facet of learner involvement and believed that “when language learners speak, they are not only exchanging information with target language speakers, but they are constantly organizing and reorganizing a sense of who they are and how they relate to the social world. Thus, an investment in the target language is also an investment in a learner's own identity, an identity which is constantly changing across time and space”. When learners pose a question or say something, even if it appears to be removed from the topic of discussion, they might possibly be creating learning opportunities. Now the study is intended to propose some micro-strategies for five macro-strategies out of total ten of them.

Competition game is one of the most intriguing ways of maximizing learning opportunities. Learners prefer to be silent and inactive when they are solely asked to do different tasks. However, if they are requested to do game and finish a task or activity, they will be more interested in participating in the activity.

There is a variety of competition games which can be played in English classes such as word knowledge game, function game, reading comprehension game, listening comprehension game, and many other games. For example, one session the teacher can ask the learners to establish two volunteer groups to contest a word knowledge game. The group should have a leader or head. Then, the teacher asks the first group to pose a vocabulary question which should be answered by the members of the second group. If the second group members could give the meaning of the word, then they are given one positive point and the first group should ask their second question. The questions are successively asked by the first group if the second group can answer the questions. If not, it goes to the second group turn to ask their question and now the first group members should answer the questions. The total number of questions should already have been assigned by the teacher at the beginning of the game so that the group which had more chances of answering, would be the winner of the game.

Kumaravadivelu identified ten sources that have the potential to contribute to the mismatch between teacher intention and learner interpretation:

- (1) cognitive mismatch which refers to the general, cognitive knowledge of the world that adult language learners bring with them to the classroom,
- (2) communicative mismatch which refers to the communicative skills necessary for the learners to exchange messages or express personal views,
- (3) linguistic mismatch which refers to the linguistic components such as syntactic, semantic, and pragmatic knowledge of the target language,
- (4) pedagogic mismatch which refers to the teacher and learner perceptions of stated or unstated short- or long-term instructional objectives of language learning tasks,
- (5) strategic mismatch that refers to operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information,
- (6) cultural mismatch which refers to the knowledge of the cultural norms of the target language community expected to be minimally required for the learners to understand and solve a problem,

(7) evaluative mismatch which refers to articulated or unarticulated types of self-evaluation measures used by learners to monitor their ongoing progress in their language learning activities, (8) procedural mismatch that refers to stated or unstated procedure or steps chosen by the learners to do a task, (9) instructional mismatch which refers to instructional guidance given by the teacher or indicated by the textbook writer to help learners carry out the task successfully, and (10) attitudinal mismatch that refers to participants' attitudes toward the nature of L2 learning and teaching, the nature of classroom culture, and teacher learner role relationships.

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