

METHODS OF IMPROVING THE SPEAKING SKILLS OF ENGLISH LANGUAGE STUDENTS OF VETERINARY SPECIALTIES

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ABSTRACT

There are given information about methods of improving the speaking skills of English language students of veterinary specialties in this article. We observed that the learners face difficulties in improving their speaking language skills needed at the specified level. There are many issues that is needed to be sorted out in order to improve speaking language skills. For speaking skills, we need to use specific methods of teaching. Since the first thing that is taught to students, who are learning a language, are alphabets, the attention is turned towards improving their oral skills is through writing.

Keywords: English language, speaking skills, listening, reading, language, students, veterinary.

INTRODUCTION

Our teaching method, in small multinational groups, uses no intermediary language. This develops an ability to interact in English much faster and helps overcome any language barrier. Our communicative approach to teaching makes the educational process an enjoyable and efficient experience. You will quickly learn grammar, using new words and language skills adapted to daily situations. The language came into existence through oral dictions. The oral speech is that which sounds to us with the help of vocal chords and peculiar to every individual. For some it is well developed, that one can produce any sound that is demanded by different languages. For others it is a herculean task not only some difficult sounds attributed to a language but also to produce the sound that exists in their language.

Oral communication skills are needed for many a profession, like teaching, public speaking, law, nursing, stage performers that involves articulation and speech and many more fields. These fields that demand oral skills involves interaction with fellow human beings. At times it is required at personal levels and other times to address to a bigger number of the gathering. We all know that even for entering into a profession we have interviews where we have to fair well and impress with our oral skills. The business field that requires selling of your product needs these oral skills.

Learning only writing skills that is thought as the main requirement for learning a language by some is somewhat not true as mastery in language includes speaking, listening, reading, comprehension and thinking skills as well along with the written skills of a language.

This paper discusses about the problems faced by learners while acquiring oral skills. Oral skills are taught at higher levels, but lesser importance is given by the learners. The classroom learning begins by teaching alphabets in the order of vowels and consonants. This enables the learners' practice both written as well as diction of oral form. The practice fortifies the memorization of signs along with the sound by learners and easier to recollect. For some reason

as learners move up to a higher level of learning, with the complexity, the learning process of oral skills is slowing down. This is a major concern as mastery is needed in many a profession like legal or technology interpretations are concerned and two countries are involved for using a foreign language. We all know that slip of a tongue is quiet common, so interpreters have to be doubly careful and they have to be very careful and practice a lot. It involves an alert brain round the clock.

The first and foremost is that not all the learners volunteer to speak and many are forced by the teacher. The initial level is very basic as to talk about your family, yourself, your school or university, library and so on. As the level grows, the learner acquires the minimum required amount of learner's vocabulary at each level. The problem that arises here is that the capacity to store this minimum vocabulary is not sufficient enough for each learner. Many of us encounter instances when it becomes difficult for us to remember a particular word at a particular moment of communication when it is needed the most to describe our view point on the topic discussed. This happens even in our mother tongue. More so this kind of a situation is very common in a foreign language learning class.

Moreover, from the third year onwards, literature and the science of language, its concepts and theories are explained in a more scientific language style that becomes difficult to the learner to understand in a short period of time. So the learners face time constraint and a difficult level due to scientific language style vocabulary. The conversion from the style that is read to a style expected to narrate orally becomes difficult for the learner.

Initially, a learner tries to read texts aloud in the classroom as well as at home. However, at later stages the learner stops giving attention to this exercise as they think it to be childish. At the beginning learners usually have the stress marks that are given in English textbooks which make it easy to read. Later it is avoided, that makes difficult to read, so the learners tend to ignore and do not bother to learn it. This attitude affects the learner's pronunciation and flow of speech, when reading or speaking aloud. This also leads to getting ridiculed by co-learners in the classroom.

The courses of English text analysis only include adaptations of literature works. Instead this should be dealt with in a varied manner, where adaptations of other text styles should be included. In doing so, the interest of a learner develops towards a particular style. Hence, a learner can chose a line of specialty which minimizes the trouble of choosing from the ocean vocabulary that one has to learn.

Another main problem seen in India, that needs to be addressed, is that science and technology or information technology; political or economic; or business and international trade specific learning of language which is not available now. Mostly it is literature or culture based.

Our suggestion is to conduct a further study on the anxiety level of intermediate learners, where, the courses on oral skills are oriented towards the overcoming of anxiety hurdles. Our supposition is that, this study would reveal to us the factors that hinder the development of oral skills in the intermediate and higher levels and that if we make new modules for courses on oral skills based on the study's results, we will be able to counter these problems effectively. A methodology and an extensive course structure that can help to enhance oral skills have to be developed keeping the above-mentioned problems in mind.

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