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Торайғыров университета

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EFFECTIVE WAYS OF TEACHING FLUENCY, ACCURACY IN SPEECH

The importance of developing language skills, which are currently found in teaching English, is increasing day by day. In particular, the development of speech skills, unlike pronunciation, listening, and writing skills in English, is an indicator of basic knowledge of students and teachers. The article discusses the importance of modern methods used in the development of speech skills in teaching English in Kazakh schools. The research work was carried out with an overview of the history of various methods for developing students' fluency skills, guided by the specifics of speech components. The updated curriculum of Kazakhstan is based on the development of high qualifications and competencies of teachers and creative skills. Therefore, in a rapidly developing world, since English is the international language of the world, it is a prerequisite for all employees of the industry to have the ability to communicate.

The research work was carried out in one of the secondary schools of the Turkestan region of Kazakhstan. Methods of teaching by were selected conducting training and role-playing games based on the solution of the problem, aimed at developing the student's speech skills. Based on these methods, the research work was carried out in two stages, as a result of which it was concluded that the impact of problem-based learning and role-playing games on the development of students' fluency is positive.

Keywords: conversational, fluency, skill development, problem-based learning, role-playing games, effective methods.

Introduction

The most valuable asset of the human which is passed down from generation to generation is language. Currently, many countries pay special attention to teaching their citizens languages other than their native language. Over the past three decades, English has become the most important foreign language in the world. The international

vocabulary of the English language is growing day by day. Since teaching English in Kazakhstan is the main path to the progressive development of our country along with other countries, over the past five years, English has been taught in secondary schools since primary school. In fact, English has become an important asset for those looking for work in business, industry or technology in Kazakhstan. Accordingly, the main goal of teaching English in our secondary schools is to provide students with the opportunity to communicate in English to enter the labor market and solve the problems of Higher Education. Thus, there is a need to equip students of the secondary stage of the Kazakh language with effective speech as the most important means of communication, and more attention is paid to spoken English at the secondary stage.

Today, English language proficiency is a requirement of the time. Although everyone knows English well in their own way, they often have difficulty writing letters or writing essays. Especially because of low speech skills, many students cannot speak fluently. In order for the student to correctly express their thoughts without errors, they must first know the grammatical structure. In order to memorize words, you need to systematize them in relation to something specific. The main components of speech that require attention when learning a foreign language are accuracy and fluency. Today, the correct use of grammar and accuracy are at the forefront of language learners around the world. Fluency and accuracy are among the most controversial issues that have been studied for many years. Some formalists say that learning a language means learning grammatical rules and forms, while other activists hold a different point of view, which means that language can be used voluntarily [1].

Materials and methods

Young researcher K. R. Narzullaev in his research shows that knowledge of a foreign language is the knowledge and application of all the rules, skills, sequence of sentence formation in order for a student to speak the language they are learning clearly. He said that it is possible to determine the level of language proficiency based on the student's ability to speak fluently.

Grammar training takes place through the formation of grammatical skills that allow the student to correctly compose their own thoughts, as well as recognize forms in a grammatical sentence. Grammar as a system is an important component. Language communication in each lesson develops the ability to speak a foreign language clearly, fluently. That is, where there is no grammatics, there is no complete communication [2].

Ebsworth believes that the importance of free speech is to be understood by the second person. When a language learner speaks with the correct use of language structure, grammar, it may be difficult for the second person in the process of communication to understand the lexical meaning, syntactic structure, or pronunciation of a word. Therefore, the ability to speak fluently in a foreign language and express thoughts in a semantic structure is very important in the process of communication.

The emphasis on fluency for communication in English causes a low assimilation of this language competence. In other words, from the first stage of learning a foreign language, if we teach only communication in the direction of fluency, they will have a lower level of grammatical knowledge, which will help them to communicate more accurately [3].

Developing students' skills in grammatical structure, correct expression of phrases, correct pronunciation of words, the ability to express their thoughts without errors, and fluency in teaching foreign language can be the bright way to our students on speaking fluently and accurately without any mistakes. In order to achieve this goal every teacher should identify and implement the methods and technologies which used in teaching fluent, error-free and clear English speech.

There are some barriers between educational materials and courses in the development of spoken language, so the teacher must take into account the needs and interests of the student. Students must participate in oral activities to independently share their thoughts to the other [4].

According to Azadi, Aliakbari, and Azizifar, it is important to have the ability to speak to convey any information to the next person. Classroom interaction plays an important role in improving speech performance [5].

According to H. Muhamadiyeva, critical thinking is one of the main and rapidly developing concepts in education. Today, its role in teaching and teaching second and foreign languages is of great importance. Students must be fluent in the language through critical thinking to express themselves. In his research, he defined the concept of «critical thinking», emphasized the important role of critical thinking in oral speech, and worked on the development of speech skills, focusing various methods on the student's ability to think critically [6].

In their research, V. Shatabeli, M. Nasri and E. Namaziandost determine the effectiveness of collaborative training. Various exercises conducted to improve speech skills for Iranian students which based on collaborative learning. For each lesson, they conducted observations comparing the process of traditional learning and collaborative learning [7].

H. Hsu discusses the impact on fluency in developing spoken language skills through voice blogging [8]. Therefore, this method was ineffective.

When working with students, we must always remember that they have a mixed class with different abilities, thinking levels, expectations, motivation levels, knowledge, and different learning styles. In order to cover all students in the classroom, we need to provide them with the most effective methods, depending on their ability to perceive English. The development of spoken language skills, of course, deserves close attention, and the survey included methods that interest all students and are aimed at developing several correct speech skills.

Results and discussion

On the basis of the T. Ibragimov secondary School in Otyrar District of Turkestan region of the Republic of Kazakhstan, experimental work was carried out on the development of spoken language skills using modern pedagogical methods.

The experiment involved an experimental group A (14 students) and a control group B (15 students). First of all, as organizational methods for diagnosing students' abilities, we chose the following methods: differentiation, interview. In order to test the accuracy and fluency of students' English speaking skills and vocabulary, 14 students of the experimental group A and 15 students of the control group B were interviewed.

Evaluating a student's speech skills is a more complex process than testing writing and reading and listening skills. The assessment of speech skills should include the following aspects:

- fluency: means that the speaker speaks quickly and easily without stopping;
- pronunciation: the result of the correct use of accents, articulation and correct pronunciation of sounds by the speaker when pronouncing words;
- vocabulary: vocabulary of a student in learning a foreign language;
- accuracy: is the ability of a student to systematize language structure, i.e. grammar, correct use of vocabulary, and pronunciation sequences. Also, the assessment of speech abilities should take into account the student's ability to communicate with other people and the correct presentation of their own ideas and were evaluated with a score of 10-50 points. The expert level of interview results conducted to determine the level of communicative speech skills of the experimental group is shown in Table 1 below:

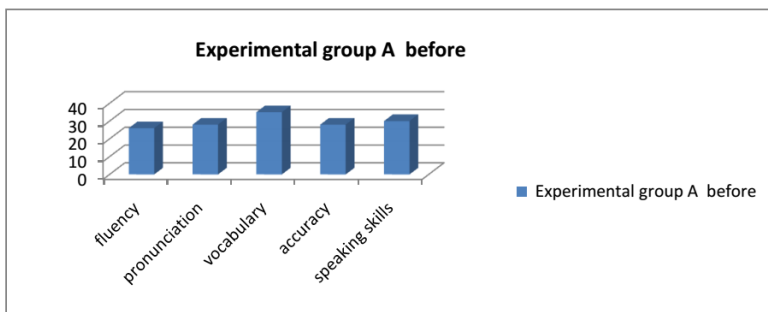


Figure 1 – Analysis of the results of identification of the level of fluency, pronunciation, vocabulary, accuracy and general speaking skills of experimental group A before training

When determining the fluency of students of experimental group by conducting a level task and oral interviews, the results of the experiment revealed a low level of speech development in the process of teaching students English. As a result of the analysis, fluency on a 50-point scale showed 26 points, pronunciation skills – 28 points, vocabulary – 35 points and accuracy, and the use of grammar in the correct sequence – 28 points and general speaking skills 30 points.

Also, in order to determine the degree of English speaking skills, we conducted a level task and an interview for Group B, which was taken under control. The result is given in Table 2 below:

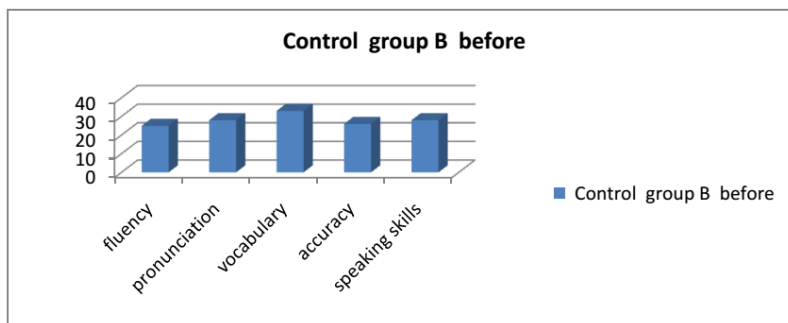


Figure 2 – Analysis of the results of identification of the level of fluency, pronunciation, vocabulary, accuracy and general speaking skills of control group B before training

As a result of the analysis, the fluency score on a 50-point scale was 25 points, pronunciation skills – 28 points, vocabulary – 33 points and accuracy, grammar use in the correct order – 28 points and general speech skills – 28 points. This result shows that rural Kazakh schools currently have a very low level of proficiency in English. On this basis, the research group needed the following organizational and practical work on the development of oral speech using advanced characteristics of modern pedagogical methods in the process of teaching English.

The research work included main two stages: through teaching based on problem solving and role-playing games, which means that we found that these two methods are the most effective way to develop students' speech skills by solving problems to eliminate obstacles and playing different characters in various interesting role-playing games.

The first stage of the study was conducted on the strategy of solving the problem of developing speech competence in teaching English, which is most

effective for both the teacher and the student, and is convenient for working together between the teacher and the student.

In Problem-Based Learning, students strive to cover various areas of knowledge and set a specific problem for the development of independent learning skills. To solve problems, they begin to think critically, analyze appropriate solutions, and choose the right answer [9].

We started the first stage of our research by conducting several additional classes using the problem-solving method for students of the 7th grade, who are considered as an experimental group. At the beginning of the study, we met about 10 students with different levels of English proficiency as an English teacher, which caused them difficulties in teaching. Some of them hated English because their level of education was lower than others. We need effective strategies, methods that will overcome these difficulties, and they can also help them with high results. The importance of solving a problem is to start learning from the moment the problem occurs, which requires making an appropriate decision. Despite the difficulties encountered in the course of the study, we learned how to use time and resources for students, distribute responsibilities during group work, solve complex problems, and give constructive feedback on the work done.

Table 3 – The results of the first stage of the research work are studied on the basis of problem solving

Levels	Control ability group (%)	Experimental thereby group (%)
Low	64	56,7
Middle	36	43,3
High	-	-

These presentation tables and their figures on the chart show that the number of students in the experimental group with the third average level (56.7%) increased significantly, and the number of students with low speech ability (43.3%) decreased significantly.

The second stage of our research was aimed at developing speech skills through role-playing games and created opportunities for students to demonstrate their abilities in terms of productivity.

Students always like to play, but some don't like it because they don't trust themselves. To succeed, you need to create a role-playing game [10].

Role-playing is one of the most effective learning methods that motivates the student. Students can feel special by playing role-playing games. Also, by participating in role-playing games, students learn to behave well, control

themselves, and in accordance with the requirements of the game, the student can introduce himself as another character. For example, from a social point of view, a salesman, a doctor, a shepherd, from a psychological point of view, can show positive, negative, polite, rude characters and help to understand, evaluate other people's thoughts, feelings, and solve problems [11].

Before conducting role-playing games, any films or works were presented by the textbook and widely known to students. At the request of the students, Shakespeare's play «Romeo and Juliet» was chosen. The students were specially explained the characters that they play and were given a personal card representing their roles. Here, a separate word or phrase can be given on the card. Taking into account the speech abilities of the students, they were assigned roles.

According to the composition, the students were divided into two groups, the first group performed the first part of the story, and the second group performed the second part. As a result of playing role-playing games, some students with low speech skills became interested in role-playing games, and they tried to learn new words, as well as try to pronounce them correctly. In the end, they were able to create an interesting story in this period.

This is only part of the role-playing games presented in these tutorials. As you can see, the possibilities of imagination and creativity are endless. You can create a role-playing game in English lessons to work on any topic and with any material. As mentioned above, the benefits are very important. The analysis of the results of the second stage for the development of fluency in English is as follows:

Table 4 – The results of the study of the second stage of research work on the development of speech skills using role-playing technologies

Levels	Control design group (%)	Experimental course group (%)
Low	45	26,5
Middle	42	58,4
High	13	15,1

The analysis of the results of professional rowing in the experimental group shows a significant increase in interest with average (58.4 %) and required levels (26.5 %) and a decrease in the number of students with a low level of work (15.1 %), which indicates the effectiveness of using the proposed course and mastering the lexical language and culture of the teacher. Using the modern method of pedagogical role-playing games, there were changes in the level of speech acquisition in these and control groups: the percentage of students with a low

level of trust decreased, and a small percentage among students with a required level of trust (13 %).

We re-examined the final results of our research using the initial interview method to determine the degree of development of English speaking skills of the Experimental Group A and Control group B after using the method of teaching on a problem-based basis and the method of role-playing games. The results of the Experimental Group A after practical classes conducted using the method of teaching English speaking skills on a problem-based basis and role-playing games are shown in Table 5:

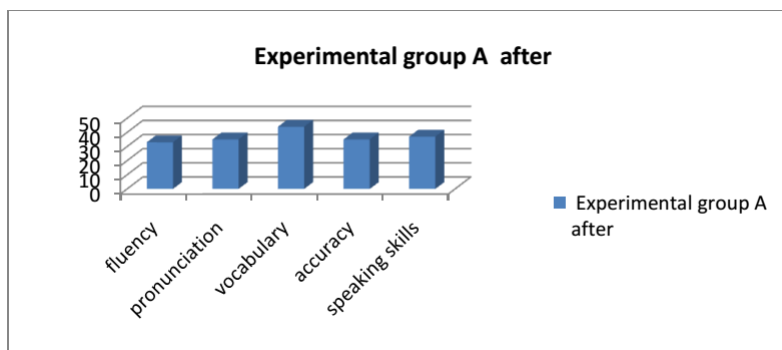


Figure 3 – Analysis of the results of identification of the level of fluency, pronunciation, vocabulary, accuracy and general speaking skills of experimental group A after training

As a result of the analysis in table 5 we found that fluency on a 50-point scale increased by 33 points, pronunciation skills by 35 points, vocabulary by 44 points and accuracy, grammar use in the correct order by 35 points and general speaking skills by an average of 37 points.

In order to find out the final results of our research, together with the students of Group A, where the experiment was conducted, a level task and interview were also conducted from Group B, which was taken under control. The level of communicative speech skills of Group B in control is shown in Table 6 below:

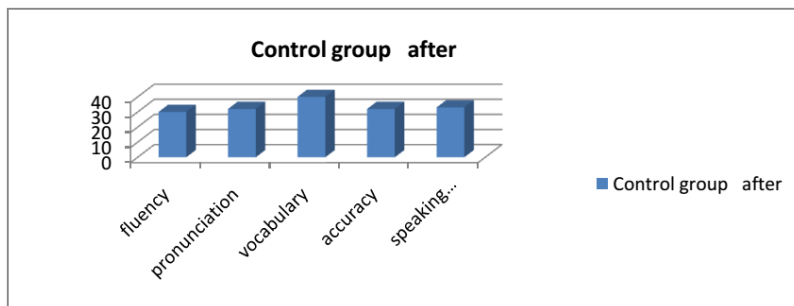


Figure 4 – Analysis of the results of identification of the level of fluency, pronunciation, vocabulary, accuracy and general speaking skills of control group B after training

As a result of the analysis in table 6 we found that fluency on a 50-point scale increased by 30 points, pronunciation skills by 32 points, vocabulary by 40 points and accuracy, grammar use in the correct order by 32 points and general speaking skills by an average of 34 points.

When we grouped the results of the study and compared the results of the experimental group A and the control group B in terms of growth indicators, we found that the Group A in which the experiment was conducted had significantly higher English speaking skills. Since this indicator is the result of only one month of research, we decided that the use of problem-based learning and role-playing games in teaching English is effective when we noticed that the level of students' English proficiency has increased.

In language learning, setting a problem and considering ways to solve it motivates the student and can serve as a basis for speech. Watson explained that at PBL, students work with their classmates to solve complex and complex problems, realistic tasks that will help you develop knowledge of the content, as well as problems decision-making, thinking, communication and self-esteem skills. Therefore, training should be the main process with the desired results [12]. Students can practice their listening, reading, writing, and speaking skills throughout the school year. It may seem that solving problems for students is so simple that when they get problems, they begin to know what they know and what they don't know. Problem-based learning for teachers is a very complex and lengthy process. However, teachers should pay attention, first, to the student's understanding of the problem, and secondly, to the ability to use English correctly to solve the problem and in advance the teacher should analyze it to give a task. After that, they introduce problems based on content and vocabulary. Without

specifying vocabulary on the topic, students may face language problems. The next step in applying the problem-solving method may be to provide texts, provide network equipment and access to dictionaries. In addition, teachers should bring students together and allow them to distribute tasks in group work. Teachers should monitor and support students and it is important to give the student free experience in solving problems should be monitored and supported if necessary, but teachers should be given free experience in solving problems.

The solution of the modern pedagogical problem and the study of its effectiveness in the development of speech skills using role-playing technologies is the development of new forms of teaching English by mastering the language capabilities, cultural abilities of all developing subjects and establishing close contact with the subject in a unique pedagogical process using certain pedagogical technologies.

Thus, the discussion of the development of speech skills in the learning system using modern pedagogical technologies is a stage of communication between students themselves, which consists in the realization of their interest in learning professional English, a positive attitude to communication partners, the effectiveness of communicative abilities.

There are many advantages to using role-playing games in a language class. Through role playing, students are taught a second language, which contributes to their communicative development. Communication requires knowledge of both grammar and vocabulary. For this purpose, role-playing games contribute to the student's voluntary acquisition of grammatical and lexical skills in acting [13].

Conclusion

During the practice, attention was paid to the development of lexical and grammatical speech skills, vocabulary development and pronunciation skills through problem-based learning and role-playing games in English lessons. It is very important for students to develop their speech skills in order to get into communication. We conclude that it is correct to consider Problem-Based Learning and role-playing games as the driving force behind the development of speech components in vocabulary, accuracy, and fluency. Through problem-based learning, it is important for a student to easily solve a problem by getting out of any situation that occurs in life.

Finally, we hope that as students continue to study and become the best speakers, they will be able to develop their words through problem-based learning so that they can create ideas, find solutions, and improve their English. Each person develops an individual thinking procedure (actually a sequence of procedures) through the speech process, which is the main sign of improving the worldview of a fully developed person. A. S. Makarenko: «play, work and influence on an

adult are also important in a child's life». We agree with Makarenko's idea because every child will grow up according to how we show them and teach them, which will become a bridge for all the students who left when they grew up...

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ШЕТ ТІЛІНДЕ ДӘЛ, ЕРКІН СӨЙЛЕУДІ ҮЙРЕТУДІҢ ТИІМДІ ӘДІСТЕРІ

Қазіргі таңда ағылшын тілін оқытуда кездесетін тілдік дағдыларды дамытудың маңыздылығы күннен күнге артуда. Әсіресе, ағылшын тіліндегі айтылым, тыңдалым, жазылым дағдыларына қарағанда сөйлеу дағдысын дамыту оқушының және мұғалімнің негізгі білім көрсеткішін бағамдайды. Мақалада қазақ мектептерінде ағылшын тілін оқытуда сөйлеу дағдысын дамытуда қолданылатын заманауи әдістердің маңыздылығы талқыланады. Зерттеу жұмысы оқушылардың еркін сөйлеу дағдысын дамытуға арналған түрлі әдіснама тарихына шолу жасай отырып, сөйлеу компоненттерінің ерекшелігін басшылыққа алу арқылы жүргізілді. Қазақстанның жаңартылған оқу бағдарламасы оқытушылардың жоғары біліктілігі мен құзіреттілігін және шығармашыл дағдыларын дамытуға негізделген. Сол себепті қарыштап дамып отырған әлемде ағылшын тілі халықаралық әлем тілі болғандықтан барлық сала қызметкерлері үшін коммуникация жасай алу қабілетіне ие болу алғы шарт болып отыр.

Зерттеу жұмысы Қазақстанның Түркістан облысындағы орта мектептерінің бірінде жүргізілді. Оқушының сөйлеу дағдысын дамытуға бағытталған проблеманы шешу негізінде оқыту және рөлдік ойындар жүргізу арқылы оқыту әдістері таңдалды. Осы әдістер негізінде зерттеу жұмысы екі сатыда жүргізіліп, нәтижесінде проблемалық негізде оқыту мен рөлдік ойындар оқушының еркін сөйлеу қабілетін дамытуға әсері оң деп қорытылды.

Кілтті сөздер: сөйлесу, еркін сөйлеу, дағдыларды дамыту, проблемалық оқыту, рөлдік ойындар, тиімді әдістер

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ЭФФЕКТИВНЫЕ СПОСОБЫ ОБУЧЕНИЯ БЕГЛОСТИ, ТОЧНОСТИ РЕЧИ

В настоящее время важность развития языковых навыков, встречающихся в преподавании английского языка, растет день ото дня. В частности, развитие речевых навыков в отличие от навыков произношения, аудирования, письма на английском языке предполагает основные образовательные показатели ученика и учителя. В статье обсуждается важность современных методов, используемых при обучении английскому языку в казахских школах для развития речевых навыков. Исследовательская работа проводилась с обзором истории различных методологий для развития навыков свободной речи учащихся, руководствуясь спецификой речевых компонентов. Обновленная учебная программа Казахстана основана на высокой квалификации и развитии компетенций и творческих навыков преподавателей. Поэтому в динамично развивающемся мире, поскольку английский язык является международным языком мира, для всех работников отрасли необходимо обладать способностью к коммуникации.

Исследовательская работа проводилась в одной из средних школ Туркестанской области Казахстана. Были выбраны методы обучения путем проведения обучающих и ролевых игр на основе решения задач, направленных на развитие речевых навыков учащихся. На основе этих методов была проведена исследовательская работа в два этапа, в результате которой на проблемной основе было обобщено влияние обучения и сюжетно-ролевых игр на развитие произвольной речи школьника как положительного.

Ключевые слова: разговор, свободная речь, развитие навыков, проблемное обучение, ролевые игры, эффективные методы.

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