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мыслительного процесса. Тогда запомнить информацию сложнее. Лучше всего запоминаются те слова, значение которых угадываются сами без перевода. Не всегда слово легко объяснить жестами, и не всем даны такие театральные способности, а вот нарисовать проще. Рисовать можно отдельные предметы или отдельных существ, а можно целые сюжетные линии и маленькие комиксы. Это поможет объяснить любое слово.

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THE FACTORS IN PLANNING SPEAKING ACTIVITIES IN FOREIGN LANGUAGE CLASSESS

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Annotatsiya. *Zamonaviy dunyo bilan hamnafas bo'lish uchun har bir zamonaviy o'quvchidan so'zlashuv nutqini mukammal egallash talab etiladi. Til o'rganishning eng qiyin jihatlaridan biri bu nutq qobiliyatini rivojlantirishdir. Quyidagi maqolada chet tillarini o'rgatish va o'rganishda nutqning ahamiyati ochib berilgan. Chet tilini o'qitishda nutq qobiliyatiga ta'sir qiluvchi ba'zi omillar kiritiladi. Ushbu maqolani yozishdan maqsad dars jarayonida nutq ko'nikmalarini to'g'ri va samarali shakllantirishga yordam beruvchi omillarni tahlil qilishdir. Tadqiqotni olib borishda ishtirokchilarni kuzatish usuli va eksperiment usulidan foydalandim. Birinchidan, 8-9-sinf o'quvchilarining chet tili darslarida nutqiy ko'nikmalarni shakllantirishda yuzaga keladigan qiyinchiliklar kuzatildi. So'ngra ularning qiziqishi va yoshini hisobga olgan holda nutq mashqlari tanlab olindi va tadbiq etildi. Tadqiqot natijalariga ko'ra, yuqoridagi beshta omillar nutq darslarida og'zaki nutqni shakllantirishda muhim ahamiyatga ega bo'lib, chet tili darslarini samarali tashkil etishga xizmat qiladi.*

Kalit so'zlar: *nutq sinfi, muloqot, vazifa, ko'nikmalar, samarali, omillar, motivatsiya, o'quvchi, interaktiv.*

Аннотация. *В совершенстве владеть разговорной речью необходимо каждому современному учащемуся, чтобы идти в ногу с современным миром. Одним из самых сложных аспектов изучения языка считается развитие навыков говорения. Следующая статья раскрывает важность разговорной речи в преподавании и изучении иностранных языков. Некоторые факторы, влияющие на устную речь, вводятся при обучении иностранному языку. Целью написания данной статьи является анализ факторов, которые помогают правильно и эффективно формировать навыки говорения на уроках. При проведении исследования я использовал метод включенного наблюдения и метод эксперимента. Во-первых, наблюдались трудности, возникающие при формировании навыков говорения на занятиях по иностранному языку у учащихся 8-9 классов. Затем с учетом их интереса и возраста подбирались и поддерживались разговорные упражнения. По результатам исследования, вышеперечисленные пять факторов считаются важными в формировании устной речи на уроках устной речи и служат эффективной организации занятий по иностранному языку.*

Ключевые слова: *разговорный урок, общение, задание, навыки, продуктивность, факторы, мотивация, обучаемый, интерактив.*

Abstract. *A perfect command of conversational speech is required from every contemporary learner in order to keep up with the modern world. One of the most difficult aspects of language learning is considered how to develop the speaking skills. The following article reveals the importance of speaking in teaching and learning foreign languages. Some factors that affects in*

speaking performance are introduced in teaching a foreign language. The purpose of writing this article is to analyze the factors that help to form speaking skills correctly and effectively during the lessons. I used participant observation method and experiment method in conducting research. Firstly, the difficulties that arise in the formation of speaking skills in foreign language classes of 8th-9th grade students was observed. Then, taking into account their interest and age, speaking exercises were selected and supported. The results of the research, the above five factors are considered important in the formation of oral speech during the speaking lessons and they serve effectively organize the foreign language classes.

***Keywords**: speaking class, communication, task, skills, productive, factors, motivation, learner, interactive.*

Introduction. It is very important for everyone to know foreign languages. Today, the demand and interest in learning foreign languages, especially English, has increased so much that children from kindergarten to senior professionals are trying to learn English. English is the key to success, all international events and communication in bussiness are conducted in English. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Developing speaking skills is of vital importance in EFL/ESL programs. The article discusses what should be paid attention to in teaching English speaking in the course of the lesson and to enable students to express their thoughts on the subject freely.

Materials and methods. A teacher cannot predict what will happen in his/her class. Especially speaking classes are spontaneous. In order to have a good learner-centred speaking class a teacher should take into account the following factors as Keith S. Folse mentioned in her book *The art of teaching Speaking:*

1) the learner
2) the curriculum
3) the topic
4) the two "languages"
5) the task or activity

As conversation classes involve much class time talking, a teacher may find out much more about each student than in other kinds of English classes. Teachers and learners often develop a more friendly relationship. The more you know your students, the better you are able to shape the class according to their needs. You need to consider their age, interests, motivation, educational background, personality and language proficiency [1]. After knowing about this information, as I teach at school I observed 8^{th}- 9^{th} grades English classes. While conducting speaking class teachers may face some problems involving to conversation. Observing the learners, I find out that some learners are sociable, but some are shy to share their ideas. Some adolescent learners hesitate to speak up in the class because of pronunciation errors, because of lack of confidence. In such cases, the teacher should have a special approach. I personally use *Letter, Exit card* method during the class. The teacher distributes envelopes to the learners who are keeping silent, they should write their opinion according to the topic, activities done during the lesson, what she/he learnt. During the class the teacher may encourage them to read their cards, teacher's motivation skills are crucial at this stage. Moreover, classes are sometimes criticized because there are too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). If a teacher talks and talks, learners will have less time for practicing speaking. The lesson seems to be boring for them. Good teachers use their experience to get the balance right. Adolescent students have a great capacity for learning, enormous potential for creative thought. Thus, teachers should give them much opportunity to speak, share ideas to improve self-esteem. The most important thing that you can do as a teacher to be aware of age, the level of your learners, reasons for learning speaking, personality, interests while designing your plan. These factors may contribute for an effective conversation class.

The school's curriculum or plan of study is important. All schools have an overall curriculum for each level in Uzbekistan and teachers should follow it. Most teachers are teaching a class within a school program and teachers must be aware of the curriculum to be covered in the speaking class. It is up to the teacher how programs can be set up, for example, individual skills classes or integrated skills classes.

Regardless of where we teach or whom we are teaching, a speaking class need a topic to discuss [2]. It is the third factor of successful speaking class. Choosing a topic is not hard but a good topic will create a successful conversation. While choosing a relative topic the teacher should follow the needs of learners. Moreover, their age, proficiency level influence selecting an appropriate topic. For example, I am teaching third grade learners, my topic is social media or nuclear energy. They are not able to comprehend such serious topics, it is not interesting for them as well. Thus, I prefer choosing topics like my day, animals, fruits and vegetable in order to have an effective speaking class. Relevant topics make learners more confident, feel free and these are the main points for creating a good learning atmosphere in the classroom.

Next factor suggested by Keith S. Folse in her *The art of teaching speaking* is the two "languages" IN the task and FOR the task [3]. As it is mentioned, one language is the language in the actual task. If you want students to succeed in a speaking task, you must give very careful thought to the language in the task as well as the language needed for the task. Most teachers are very good at the former. In fact, they almost never give much thought to the language needed for the task. Because they lack the vocabulary for the task, students may either be every quiet or use their native language to accomplish the task. Personally, I have not known about it. After knowing about it I tried to use it during my lessons to teach grammar and some speaking expressions. It was helpful for my learners. For instance, I was teaching the topic *Hobbies* to young learners. In this case, if the teacher asks what are your hobbies? They may simply respond: play the guitar, make models, do gymnastics, play volleyball. This is language in the task. When I wrote on the board: *I am keen on _____, I am interested in _____, I am involved in_____, I agree with your answer, Could you repeat, please. Wait a minute please. Does he play other sports? Do you play soccer on Saturdays?* Learners tried to use them while having conversation with their group mates. This contributed to lessen the use of L1. Moreover, learner's speech was much more meaningful and fluent.

Results and discussion. Besides that, everyone know that teaching young learners is not an easy task. They are noisy, too kinesthetic and energetic. When we had the topics *Toys, School objects* I used some expressions *I can see……, I can see 3,4,5…..,My favourite toy is……* In every class we drilled in chorus with the whole group, individually. Learners easily made dialogues: *What can you see? I can see 3 teddy bears, I can see 10 tables.* After the first term, I could see some progress in their speech. My young learners adore Line up, Hi-five games. In Hi-five game colourful flawcards are sticked on the board, pupils come up to the board and watch them attentively. Then they stand in a line and by one they come up to the teacher, the teacher reads definition, learner should guess what is it. If one can find, he/she gives five to the teacher and sits, if he/she cannot guess the right answer he/she goes to the line again. As they are primary school learners, they like visuals, in addition their fine motor skills are used. By the way, their listening skills are improved, pupils learn how to behave in the classroom, respect each other.

The last factor is the activity or the task that serves vehicle for conversation [4]. As stated above, the teacher chose a good topic appropriate for his/her learner's age, level, learners identified their goal for learning a language. Next step is designing the right kind of task as the author Keith S. Folse stated. If the teacher wants to involve all learners to speak or to be active during the conversation teachers must think in terms of activities. Cognitively-engaging, collaborative tasks involving problem-solving, decision-making and/or the creation of a piece of work, in which every student contributes to the final result, can improve learner engagement and confidence. In a language learning context, speaking activities with these traits can relieve some of the anxiety around speaking practice because producing the language is not an end in itself but, rather, the 'tool' used to achieve the collaborative goal.

Besides, nowadays we cannot imagine our classes without modern technologies. This factor also contributes for teaching effectively and helps learners to stay interested in the subject. Digital literacy – speaking development apps: being able to use Flipgrid, Vocaroo, VOICE(Vienna-Oxford International Corpus of English), designing your tasks in google applications, wordwall.net programmes in different tamplates with some visual colourful aids, using Plickers for checking students' comprehension, padlet, nearpod - is one of the demands of 21st century. Teachers need to know how to use various activities in the classroom, also teachers should know how to find out new ways of delivering information. A variety of factors can create a desire to learn. One of the teacher's main aims should be to assist students to sustain their motivation. It means if the teacher wants to engage all learners to the activity the teacher should provoke their participation.

Conclusion. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. This paper reviewed the factors that affect students' English speaking performance. The mentioned factors in this paper have an important role in developing learners' speaking skill.Thus, at present, teaching foreign languages, in particular speaking, is considered as teaching communicative activity, the ability to communicate. In this regard, there should be a search for innovative forms and methods of teaching for development of professionally oriented education students, improving the quality of foreign language classes, increasing their effectiveness. As we are living in modern, communicative and technological era, the teachers should possess a knowledge of twenty first century skills as critical thinking, social intelligence, creativity, information literacy and digital literacy that effects organizing meaningful, interactive speaking classes.

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THE SIGNIFICANCE OF COMMUNICATIVE APPROACH IN TEACHING STUDENTS OF DIFFERENT AGES

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Annotatsiya. *Ushbu maqola har xil yoshdagi talabalarga ingliz tilini o`rgatishda kommunikativ yondashuvning ahamiyatini ochib berishga qaratilgan. Uning nazariy qismida talabalar va o'qituvchining dars davomida ushbu yondashuvdan qanday foydalanishi mumkinligi haqida muhim ma'lumotlar mavjud. Maqolada o'quvchilarning nutqiy ko'nikmalarini rivojlantiishdadars jarayonida qo'llanilishi mumkin bo'lgan usullar haqida ham ma'lumotlar keltirilgan. Bundan tashqari, o'quvchilarning tanqidiy fikrlash ko'nikmalarini oshirish, o'z fikrini mustaqil bayon etishda kommunikativ yondashuvning o`rni beqiyosdir. Tadqiqotimizning asosiy maqsadi ham kommunikativ yondashuv orqali talabaning nutq qobiliyatini rivojlantirishdan iboratdir. Maqola analitik metod asosida tuzilgan bo'lib, dastlab o'quvchilarning yoshga bog'liq qobiliyatlari o'rganilib, keyin yechimi berilgan. Tadqiqot davomida turli yoshdagi o'quvchilar tanlab olinib, ularning imkoniyatlariga ko'ra kommunikativ yondashuvga asoslangan o'yinlar orqali til o'rgatish yo'lga qo'yilgan. Tadqiqot natijalari metodologiyada samarali o'qitish uchun katta asos bo`lib xizmat qiladi.*

Kalit so'zlar: *metodologiya, kommunikativ yondashuv, texnikalar, muloqotga yo'naltirilgan o'qitish, tarbiyaviy o'yinlar, nutq shakllari, yosh guruhlari, tanqidiy fikrlash.*

Аннотация. *Данная статья посвящена освещению важности обучения английскому языку учащихся разного возраста с использованием коммуникативного подхода. Ее теоретическая часть содержит значительные данные об использовании этого подхода учениками и учителем во время урока. В статье также представлена информация о методах,*