

THE IMPORTANCE OF TEACHING SPEAKING IN ENGLISH

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English is now the lingua franca of communication in a globalized society, therefore being able to speak it well is a crucial quality that can lead to a wide range of chances for people. Teaching English speaking skills involves more than just teaching grammar and vocabulary; it also involves instilling in students the self-assurance and competence needed to interact successfully in a variety of contexts. This essay examines the significance of teaching English speaking and how it affects both language learning and career success.

Since English is used in most worldwide communications, most language learners make an effort to acquire it. They must learn all four of the language's fundamental skills during this process: speaking, listening, reading, and writing. Speaking and writing are active, or productive, abilities, whereas listening and reading are passive, or receptive, skills. Since learners do not demonstrate talent in these areas, listening and reading are regarded as passive or receptive skills. They don't actually produce anything; they only listen to or read the language. In contrast, the learners must construct sentences on their own, which requires a great deal of practice and the acquisition of several grammar, vocabulary, sentence structure, and usage concepts. Therefore, speaking and writing are considered to be active or productive skills.

First and foremost, developing one's English speaking abilities makes it possible for people to actively engage in a variety of social, academic, and professional settings. Building relationships, exchanging ideas, and coherently expressing views all depend on effective communication. Learners can negotiate deals, have meaningful conversations, and effectively convey their points of view by honing their speaking skills. Their ability to communicate effectively helps them excel in both their personal and professional interests, as well as improving their interpersonal skills.

Additionally, by encouraging participation and interaction, teaching speaking in English aids in the process of learning the language as a whole. Learning a language involves more than just memorization of vocabulary and grammar rules; it also involves applying the language to practical contexts. Through speaking exercises like debates, role-plays, and group discussions, students can get practice expressing themselves clearly, listening to others, and giving thoughtful responses [1]. These interactive exercises help them become more proficient speakers while also developing their critical thinking, listening, and comprehension abilities.

Furthermore, proficiency in spoken English is increasingly valued in the global job market, where effective communication is a prerequisite for success. Employers seek candidates who can articulate ideas clearly, collaborate with colleagues, and present information convincingly. By equipping learners with strong speaking skills, educators help them to stand out in job interviews, meetings, and presentations, thereby boosting their employability and career prospects. In an era where cross-cultural communication and collaboration are commonplace, the ability to speak English fluently has become a significant advantage for individuals seeking to advance in their careers.

Moreover, imparting speaking English to students increases their intercultural communication abilities and raises their level of cultural awareness. Culture and language are strongly related, and learning a language requires being aware of its subtle cultural quirks and customs. Talking with people from different origins helps language learners become more empathetic, respectful, and appreciative of other cultures in addition to improving their language skills. In today's interconnected world, where peaceful relationships and international cooperation are fostered via multicultural collaboration and understanding, intercultural competency is vital [2; 110].

In conclusion, the importance of teaching speaking in English cannot be overstated in the context of language learning and professional development. By focusing on developing speaking skills, educators empower learners to communicate effectively, engage actively, and succeed in various linguistic and cultural settings. The ability to speak English fluently opens doors to new

opportunities, enhances interpersonal relationships, and promotes cross-cultural understanding. Therefore, investing in teaching speaking skills is not only beneficial for individual learners but also crucial for building a more connected and inclusive global community.

REFERENCES

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IMPLEMENTING COGNITIVE APPROACH INTO ENGLISH LANGUAGE LEARNING CLASSES

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Cognition is the process of acquiring knowledge through our thoughts, experiences, and senses. The term cognition, or mental activity, refers to the acquisition, storage, transformation, and use of knowledge [6;9]. Learning involves acquiring knowledge through experience, study, and information being taught. Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our retention of material and understanding will increase.

Cognitive approaches to learning are concerned with how information is processed by learners. Cognitive theories view students as active in “an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition” [1;17]. Ertmer and Newby note that “learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge” [3;58]. Cognitive learning is a way of learning that helps students use their brains more effectively. This method of learning is active, constructive, and long-lasting. It encourages students to fully engage in the learning process so learning, thinking, and remembering get easier.

Observation and study of the experience of foreign language learning and teaching in higher educational universities in Karakalpakstan, Uzbekistan allow us to conclude that students experience certain difficulties in understanding the connections between concepts, break down information and rebuild with logical connections. In particular, the students are not active in an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition. Students need to be taught to organize old knowledge, scripts, and schema, find relationships, and link new information to old ones, as learning is a change in the state of knowledge. So, in our classes we, teachers should organize lessons according to real focus of the cognitive approach which is on changing the learner by encouraging him to use appropriate learning strategies.

In order to learn the amount of attitude towards using cognitive approach to learning in local context we analyzed the syllabus of the subject “Foreign language” which is aimed to teach the students of bachelor degree students, who will not be English language professionals and course books used in this subject. So, the syllabus of the subject “Foreign language” designed by G.Bakieva, B.Samatov, M.Tursunov, et al. and adopted by the Ministry of Higher and secondary special education on 14 June, 2018 depicts the value of the subject in higher education and points out that the purpose of the subject is aimed at developing (academic) language skills, language competencies to be used in future professional activities. The aim of the subject is to prepare specialists who can use the foreign languages in their everyday lives, professional and scientific (academic) field. One of the aims is to develop learners’ logical thinking skills while dealing with the issues on concerning to their professional field and everyday life [4]. While learning the subject students have opportunities