

**Matanat Mirfayaz Mammadova, Ph.D. (Pedagogy), Associate Professor of the English Language Teaching Methodology Department, Azerbaijan University of Languages**

### METHODS OF LEARNING ENGLISH IN HIGHER EDUCATION BASED ON ORAL SPEECH

*Different teaching methods, technologies and methods are used during language learning in the modern education system in the globalized world. Sometimes traditional and innovative methods are presented differently, giving different results. Today, the application of modern methods during the teaching of foreign languages increases the motivation of language learners, creates conditions for information exchange, mutual discussion of any topic, and actualizes the application of some methods. This article examines the methods of learning English based on oral speech.*

*The purpose of the research is to investigate the use of different methods during the teaching of foreign languages, especially English. The following research methods were used during the research: analysis of psychological and pedagogical literature, observation, experiment, psychodiagnostic methods, qualitative and quantitative analysis of the research results. Literature analysis is an important method in researching the relevant problem.*

*The scientific novelty of the research work is that it has been planned repeated tests in different age groups, using different teaching materials, using different methods and methods to improve comprehension, grammar, vocabulary and fluency, which are sub-dimensions of speaking skills.*

**Keywords:** education; English language; oral speech; method; practice.

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**Матанат Мірфаяз Мамедова, кандидат педагогічних наук, доцент кафедри методики викладання англійської мови Азербайджанського університету мов**

### МЕТОДИКА ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У ЗВО НА ОСНОВІ УСНОГО МОВЛЕННЯ

*Під час вивчення мови в сучасній системі освіти в глобалізованому світі використовуються різні методи навчання, технології та прийоми. Іноді традиційні та інноваційні методи представлені по-різному, що дає різні результати. Сьогодні застосування сучасних методів під час навчання іноземних мов підвищує мотивацію тих, хто вивчає мову, створює умови для обміну інформацією, спільного обговорення будь-якої теми, актуалізує застосування окремих методик. У статті розглядаються методики вивчення англійської мови на основі усного мовлення.*

*Мета дослідження – дослідити використання різних методів під час навчання іноземних мов, особливо англійської. Під час роботи були використані такі методи: аналіз психолого-педагогічної літератури, спостереження, експеримент, методи психодіагностики, якісний та кількісний аналіз результатів дослідження. Важливим методом у дослідженні відповідної проблеми є аналіз літератури.*

*Наукова новизна дослідницької роботи полягає у тому, що заплановано повторні тести в різних вікових групах, з використанням різних навчальних матеріалів, різних методів і методів для поліпшення розуміння, граматики, словникового запасу та вільного мовлення, які є підвірами мовленнєвих навичок.*

**Ключові слова:** навчання; англійська мова; усне мовлення; метод; практика.

**I**ntroduction. Information plays an important role in every moment and in every field of human life. The rapid increase, change and development of knowledge has caused the need for education and learning to increase and the efforts to meet this need to be accelerated. Individuals growing up in today's conditions should both use their native language effectively and have effective communication skills, and also learn a foreign language and use it competently. He states that foreign language teaching is an accumulative process, and that cognitive behaviors and new psycho-motor skills are included in this process. In other words, learning a foreign language is the process of gaining the skills necessary to use a language. The four basic skills that must be acquired or acquired in language learning and teaching are

listening, reading, writing and speaking. Among these skills, the one that is most used in daily life, and even has to be used, is the speaking skill.

**The purpose of the research** is to investigate the use of different methods during the teaching of foreign languages, especially English.

**Analysis of the latest relevant research and publications.** This study is based on sources written by various authors, such as "Teaching English as a second language" by J. Bright & G. McGregor "Teaching the Spoken Language" by Brown Gillian "An approach based on the analysis of conversational English", "Improving Adult English Language Learners' Speaking Skills" by M. Florez "Educational research: An introduction" by M. Gall, W. Borg & J. Gall "Foreign and second language learning" by W. Little-

wood "Teaching English as a second or foreign language" by M. Murcia "Improving Students' speaking ability through oral presentation" by A. Putri "Development, learning and teaching. From theory to practice" by N. Senemoğlu "Instructional technologies and material development" by T. Şahin and S. Yıldırım "Enhancing learners' awareness of oral presentation (delivery) skills in the context of self-regulated learning" A. Tsang (2020), "Testing spoken language: A handbook of oral testing techniques" by N. Underhill and others have been studied.

**The importance of giving preference to oral speech.** One of the general goals in foreign language teaching is to ensure that students can speak the language they learn understandably. For this reason, in order for the learner to acquire speaking skills, it is important to prepare appropriate environments as much as possible and teach the language through communicative methods (Bright and McGregor, 1983). As is important in every field of education, it is very necessary to organize appropriate learning environments and use correct and effective teaching materials in effective language teaching. As Brown et al. (1989) state, "the more a teaching (and learning) activity appeals to the sense organs, the better and more permanent the learning event becomes, and the later the forgetting occurs". Since speaking skill is a difficult skill to both teach and evaluate compared to other skills, learning environments need to be supported with the most efficient teaching materials.

Teaching materials carried into the educational environment have many functions such as providing a multiple learning environment, attracting attention, increasing students' awareness levels, motivating them, saving time and providing permanent learning (Murcia, 1991). Visual teaching materials play an important role in foreign language teaching, especially in today's world where the communicative method comes to the fore among teaching materials, with the aim of making the student active, ensuring that the classroom environment is both entertaining and instructive, and perhaps most importantly, creating a natural environment. Pictures, photographs and posters, which are among the visual materials, are one of the indispensable teaching materials of foreign language teachers. These materials are easy to find or prepare by foreign language teachers. They are economically convenient tools.

In addition, researching and preparing such visual materials can be frequently used by students to actively involve them in the learning process. In order to gain speaking skills and develop effective communication skills in foreign language teaching, the teaching methods-techniques applied, the materials used and the organization of the learning environment are of great importance (Littlewood, 1984). Speaking skill in foreign language teaching is a skill that includes continuous thinking and mutual conversation in the

sub-dimensions of comprehensibility, grammar, vocabulary and fluency. In developing this skill, teachers need to organize classroom environments that make students feel as comfortable as possible and provide them with plenty of opportunity to talk (Senemoglu, 1997:36). In addition, supporting the visual materials presented in the learning environment in writing with some information that serves as a clue increases the possibility of long-term retention of what has been learned.

In our educational system, the main structural unit of the foreign language teaching process at school is the lesson. It is considered a complex act of communication. Communication in the learning process can be "one-way" and "multi-way". The organization of the educational process with "one-way" communication is carried out with the predominance of frontal forms of work, that is, the teacher encourages the student to engage in speech activity by asking, and he answers. Typical forms of work in the classroom with "multilateral" communication are group, collective interaction types where the student has the opportunity to prove himself as an independent and full participant in a certain activity. During the organization of "multilateral communication" during a foreign language lesson, all participants of the educational process interact and create opportunities for the discovery of personality in each student. In practice, it is not always possible to organize speech interaction using traditional work methods and forms (during training or class). Therefore, there are more productive technologies and learning models. The main methodological innovations of our time in our country are directly related to the use of interactive methods, techniques and technologies for foreign language teaching. "Interactive method" in turn means interaction when students are in a situation of conversation or dialogue with someone (Tsang, 2020:40). "Interactive methods" refers to such teaching methods in which students interact with each other under equal conditions. These methods are aimed at wider interaction of students both with the teacher and with each other, at the predominance of children's activities in the educational process.

It should be noted that in this training, the teacher is also included in the process of interaction with students, but he is only the coordinator of actions aimed at achieving the lesson goals. "The teacher abandons the role of a filter that passes educational information and performs the function of an assistant" (Flores, 2009). It is very difficult to classify interactive methods because many of them are intertwined with several techniques. The use of certain methods depends on various reasons: the purpose of the lesson, the experience of the participants and the teacher, their taste. Many method name conventions need to be specified as well (Gall, 1996). Often, the same name is used to indicate different content, and on the contrary, similar methods

are found under different names: creative tasks, work in small groups, educational games, excursions, social projects, competitions, performances, interactive lectures, the role of a student teacher, “everyone teaches everyone”, discussion of complex and controversial problems, project method, scale of ideas, discussion, debate, symposium, “brainstorming”.

Interactive training implies a different logic of the educational process than usual: it is directed not from theory to practice, but from the formation of new experience through application to the understanding of theory.

### **Basic methods of strengthening oral speech.**

Being able to understand English but not being able to speak it as a foreign language is seen as a problem within the scope of 4 basic language skills. It is thought that the reasons for this are that schools focus more on grammar and that speaking, dialogue, role-play activities and discussion are not included as activities. Understanding and communicating effectively in English plays a huge role in the global academic and professional arena. While some may find their way around written English and grammar, spoken English is a completely different dimension. In order to speak English fluently, having not only grammar knowledge but also pronunciation knowledge will keep us at the forefront in every field.

**Practicing and Role-playing in front of the mirror** It is important to deal with daily events such as introducing ourselves, our family and our environment, and then move on to more complex topics after gaining confidence in speaking about these issues in the future (Shahin, 2011:63). We need to listen to ourselves, especially after recording using voice recorders or our mobile phones. When we listen to ourselves, we will notice that we pronounce some words differently when reading and listening to ourselves speak. For this reason, when we review our records again, we can better see the mistakes we made while saying these words.

**Developing Language Patterns, Idioms and Expressions** The most important expressions that increase the richness of a language are the number of words as well as the existence of idioms, proverbs and different forms of expression. In the process of learning English, we need to overlook idioms and sayings. For example, when we are chatting with a friend around us and our friend uses the phrase “ring a bell”, we need to understand that what you just said does not remind the other speaker of anything, and he has no idea about it. Thus, it seems certain that when we use various English idioms, we will add variety to our speaking level.

**Listening to “Podcasts” and Watching Educational Videos in Every Field** It is very important to witness English conversations in order to improve your dialogues and understand them thoroughly in order to strengthen your vocabulary. You can download

Podcasts, which generally contain technology interviews, to your phone as you wish and listen to them at any time. To give an example within the scope of podcasting, the British Council and BBC offer podcasts at various levels and on different topics for learning English.

**Learning New Words Every Day by Expanding Our Vocabulary** Collecting new words every day is an effective way to improve our vocabulary. We should set a goal by making a program for ourselves and this goal should be set at least twenty words a day. In fact, the more words we learn in a day, without giving a number, the more important it will be for us. However, it is also important to work programmatically when it comes to words. Depending on your daily habits, English news, songs and current television programs are good sources for learning new words. The techniques we will use according to our interests will emerge spontaneously. If we are going to develop a technique for listening to music, we need to pay attention to the lyrics and note the words we do not know (Underhill, 2007:22). The songs we listen to have regular English structures, phrases and expressions. For this reason, English songs can be a helpful resource for English development. We can do the same thing with FluentU videos. Thanks to FluentU’s mobile applications for iOS and Android devices, we can find time to study English anytime, anywhere.

**Improving Our Pronunciation by Practice.** When using online dictionaries such as Macmillan and Merriam, it is necessary to use an external speaker system to check the pronunciation of words you are not sure of. It will be extremely beneficial for the listening section, especially to hear the external sound. We can also listen to podcasts similar to English Pronunciation Pod, which contains English pronunciation learning videos, and American English Pronunciation, which will teach English pronunciation in many aspects in terms of American Cultural Language.

**Learning the Natural Flow of English.** Achieving language fluency is really important in the process of learning a second language. To learn the natural flow of English, we need to pay attention to conjunctions, contractions, stresses and rhythms while reading poetry, listening to songs or watching a good comedy series. These skills will make an additional contribution to speaking in order to have a solid foundation in English.

**Repeating Conversations.** The process of repeating speech is an imitation practice that we call “shadowing” in English. We listen to a dialogue of a native English speaker and try to imitate it.

**Thinking in English.** It takes much less time for us to think and respond to the expressions we would say in English in daily conversations. In this way, we do not need to translate what we are going to say in our minds. For this reason, writing down our daily activities or keeping a diary in English is a basic preparation in the

process of starting to think in English. Of course, what we write will have errors or flaws, but the aim here is to express our feelings and thoughts in English without increasing difficulty.

Interpreting and Telling a Story in English We can retell a simple and basic story in English with different levels of expression. We can read a fairy tale, starting from the basics. Then we can interpret and explain it in our own words. This exercise will be an important factor in improving our English communication skills in any situation.

Attending Public Speaking Events. Many universities, national and international theaters and cultural societies in our city and in our country organize events such as open debates, aloud readings and impromptu storytelling meetings. These places are the most effective environments where you can meet and mingle with people with similar interests and views and practice speaking English.

**Conclusion.** In order to improve comprehensibility, grammar, vocabulary and fluency, which are the sub-dimensions of speaking skills in language teaching, re-tested studies should be planned in different age groups, using different teaching materials and using different methods and techniques.

In addition to the materials used to develop students' speaking skills in language teaching, care should be taken to ensure that the environment is a communicative one, and communicative activities (natural speaking activities, role playing, role-playing, creative drama, problem solving, etc.) should be used.

Since visual teaching materials are easy to prepare and improve students' English speaking skills, they should be appropriately selected, prepared and carried into the classroom environment by language teachers.

It should be emphasized that visual teaching materials should be supported with writing, as it makes it easier to remember, and as much written and visual teaching materials as possible should be presented to students in order to improve English speaking skills in the learning environment.

Students should be given responsibility for preparing visual and written-visual teaching materials and bringing them to the classroom environment, and they should be constantly motivated for this purpose.

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