THE ROLE OF CLUSTER IN DEVELOPING TEACHING SPEAKING IN A FOREIGN LANGUAGE AT PRIMARY, SECONDARY AND HIGH SCHOOL THROUGH

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ABSTRACT

This article is devoted to the objectives of teaching speaking. Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, the process of acquiring a new language should be used for gaining further insights into our personality and culture. Learning to talk about students’ likes and dislikes may bring about a greater awareness of their values and aims in life.

Keywords: teaching speaking, cluster, language skills, listening comprehension, integration, teaching, EFL, English, methodology, pedagogy, learners.

INTRODUCTION

Speaking is one of the main speech activities. The pupils exchange information by speaking. Speaking plays a great role in teaching English language. Without speaking the communication cannot be conducted. Speaking takes 30% of speech¹. Speaking is the best means of consolidation, assimilation of elementary linguistic English knowledge, cultivating habit and creating skills. The pupils of schools, lyceums and colleges will be able to use in speaking units of English language or expressions, words, word combinations, sentences. They will assimilate actively and lastingly. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is advisable that the teaching of speaking should begin from the very first lessons. Teaching speaking is closely connected with the other speech activities such as listening

comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking cannot be created.

After listening and getting information we, the pupils can give the answers for the questions by speaking. By listening comprehension the pupils will know, get acquainted with words, word combinations, sentences and their pronunciation which seriously needs for speaking. Speaking is also connected with reading. By reading the pupils get new information, contents. This information is used in speaking.

By reading the pupils also consolidate, assimilate the pronouncing of words, word combinations, intonations. For speaking they are needed, they help to teach speaking. Speaking is closely connected with writing too. Writing helps to memory information and helps to speaking. So we can say speaking helps to teach listening comprehension, reading and writing.

MATERIALS AND METHODS

To introduce students to clustering, remind them to write down everything that comes to mind and to free associate. Give the class a word to cluster. For example:

- BODY
- FRAGMENTS
- BLUE
- CIRCLE
- WATER

Have your class cluster one word at a time. Use a separate piece of paper for each cluster so each time they begin they are looking at a blank slate. The fun begins when students share and discuss their individual clusters, as different students will likely embark on different tangents.

Display clusters on the wall after the activity; this gives students the opportunity to compare the various tangents they came up with. Remember that words with more than one meaning will most likely bring up the most interesting results when shared.

Once students are familiar with clustering, they can use it as a tool for any writing project.

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2 Yakubov I. Comparative methods of teaching English at schools, lyceums and colleges. Tashkent: Bayoz, 2014

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We aren’t indifferent to the above-mentioned decisions and orders, the conditions created and the rapid changes and developments taking place in the environment, but in this article as we work in part-time pedagogical work from foreign languages in primary school – we would like to share my thoughts on how to use English language teaching in conjunction with other subjects, i.e., the integration of disciplines, and how to easily explain English words to primary school students. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, “Our most important task is to create an innovative environment in the worldview of our people. Without innovation, there can be no competition, no development in any field. If we do not promote the changes in this area to our people, if we do not develop skills in people, we will not be able to keep pace with the intensity of today's times, the unprecedented achievements of science and technology.”

The innovative cluster of pedagogical education is based on the principles of natural connection, membership, coherence, succession, modernity, orientation, common goal, specificity of interests, mutual control.

Pic 1. Cluster for speaking lesson

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RESULTS AND DISCUSSION

Children do not need to have a perfect knowledge of grammar to be able to communicate simply in English. It is natural that grammar rules seem boring to children. It has been proven in psychology that young children are full of courage. This means that the material presented to children should be primarily interesting and understandable and enjoyable for children.

As students begin to recognize the gaps, reading new things in them will encourage them to read from their teacher and parents, and will also encourage them to read more and more. In doing so, we can show that they are different from their native language by teaching the letters of the English language. in English the letters are radically different in that they are read and written differently. This is why elementary grades will have difficulty mastering these. If we only teach them the English alphabet, we will teach them the difference in reading and writing slowly as they learn.

CONCLUSION

In conclusion, language learning can be a difficult issue when the learner is not interested in it, but we can solve it using a variety of methodologies and tools, and the integration method is also helpful in this regard. After all, it is in the hands of teachers to teach children to open up new worlds, to engage them and increase their love for science. In this regard, the cluster model brings together entities that each operate separately around a common goal, and at the same time, each entity acts in a private interest based on a common goal. The subjects of the cluster model support and control each other, each of which creates a spiritual and intellectual space of a separate cluster, expanding its social influence and importance.

REFERENCES