

## IMPROVING PRIMARY-SCHOOL CHILDREN'S ENGLISH SPEAKING SKILL

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**Abstract:** *The main aim of this article is to study the importance of teaching speaking skills in the primary level and to help them to be more confident in speaking English. This research portrays the list of activities in the teaching of speaking as story telling and communicative games that teacher conducted involving pupils at the age of 8-11 and to find out the ways how students affected.*

**Key words:** *Teaching, young learners, communicative games, story telling.*

### INTRODUCTION

The participants of this study were one teacher and the 2 group of school pupils at the primary 1 up to 4 class consisting of 22 students. In both group were seen the ability of retelling the core of the content: at the first group after the story telling “The “To be Dragon” and at the second after communicative games as “ Describe your friend “ and at the end of the study, it was observed that the speech errors made by pupils were decreased in the first group. At the same time, it was determined that the second- group learners and more words and sentences than the 1st group.

Speaking is one of the most critical language skills, especially for young learners who are just beginning their educational journey. At the primary school level, pupils aged 8-11 are at a formative stage where their cognitive and linguistic abilities are rapidly developing. Teaching speaking skills early on lays the foundation for effective communication, which is central to mastering a foreign language like English. Speaking skills enable students to express their ideas, interact with peers, and gain confidence in using the language beyond the classroom environment. One of the key benefits of focusing on speaking skills in primary education is that it enhances student engagement. By using activities such as storytelling and communicative games, teachers provide learners with a natural and enjoyable context in which to practice speaking. For instance, in this study, the students in both groups participated in interactive tasks that promoted verbal communication. Storytelling, like “The ‘To Be’ Dragon,” encouraged children to use their imagination, relate to characters, and retell key elements of the plot, thus improving their narrative and descriptive abilities. Communicative games, such as “Describe Your Friend,” created opportunities for students to form spontaneous speech, enhancing their vocabulary and sentence structure through peer interaction.

Use of Storytelling as a Teaching Method





Storytelling is an effective tool for improving speaking skills in young learners. In this study, Group 1 was engaged in a storytelling activity where they listened to the story of “The ‘To Be’ Dragon” and were then encouraged to retell the core elements of the story. The process of retelling plays a crucial role in language development, as it pushes students to organize their thoughts, recall vocabulary, and practice grammar structures. Retelling also fosters listening comprehension, as pupils must understand the content before they can express it.

The findings from this group indicated that the storytelling approach led to a significant reduction in speech errors, particularly in verb conjugations and sentence structure. As the students became more familiar with the story and more comfortable retelling it, they began to use more complex sentences and improved their pronunciation. This suggests that storytelling can be an effective tool for primary learners, as it combines listening, speaking, and comprehension into a single, engaging activity.

#### Communicative Games and Their Impact on Speaking


Communicative games the practical use of language in a fun, low-pressure environment. In this study, Group 2 participated in the communicative game “Describe Your Friend,” which required them to use descriptive language and engage in dialogues with their peers. Unlike traditional speaking exercises, games provide a more relaxed atmosphere where students feel less anxious about making mistakes and are more inclined to participate actively.

The results from Group 2 showed that students produced more words and sentences during the game-based activities compared to the storytelling group. This could be attributed to the dynamic nature of games, which encourage quick thinking and spontaneous speech. Additionally, games often involve repetition, which helps reinforce new vocabulary and language structures. The students in Group 2 were able to use a wider range of words and expressions as they became more comfortable describing their friends and participating in other game-related tasks. While the speech errors in this group did not decrease as significantly as in Group 1, the overall fluency and the amount of speech increased. This demonstrates that communicative games are particularly effective for boosting confidence and encouraging students to use language in a more free-form manner.

#### Comparison of the Two Approaches

The two methods, storytelling and communicative games, had different but complementary effects on the students’ speaking abilities. While storytelling helped reduce speech errors and improve sentence structure in Group 1, communicative games fostered greater fluency and vocabulary use in Group 2. Both approaches have their strengths and can be used together to provide a well-rounded approach to teaching speaking skills in





young learners. Teachers can alternate between structured, story-based activities and more free-form, game-based activities to target different aspects of language learning.

#### Conclusion

The findings of this study highlight the importance of teaching speaking skills at the primary school level through interactive and engaging methods. Storytelling, as demonstrated in Group 1, helps children develop the ability to organize and retell content, which in turn reduces speech errors and improves sentence structure. On the other hand, communicative games, as used in Group 2, promote spontaneous speech, increase fluency, and encourage the use of a broader range of vocabulary. Both methods have significant pedagogical value and can be used in combination to create a balanced and effective speaking curriculum for young learners. By focusing on speaking from an early age, educators can help children build the confidence and communication skills they need to succeed in learning a foreign language.

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