

Reading exercises can help A1-C1 students acquire or master their skills. It can be authentic newspapers or books according to the students' level and interests. Lexical exercises can be aimed at creation of a new text which is limited to the number of words and any other conditions (words should not be repeated in general or it is impossible to use any certain word etc.). The oral exercises should be aimed at repetition of synonyms and antonyms, general and private concepts etc. The learning of foreign language through lexicon expands idea of the pupil of a word, a phrase, a phrase in nonnative language. Within lexical approach the ways of presentation of new material were created. New lexis has to be presented within a certain semantic field, area in which this word is used. It concerns even simple words. For example, while introducing a new noun at the lesson, it is necessary to mention the adjectives which are possible to use with this noun and verbs. It gives students an idea of context where they can use this noun. New lexis can be entered not only by means of translation but also by means of pictures, a mimicry, gestures, drawings, synonyms, antonyms, modeling of a situation and other methods.

One of basic principle of lexical approach is communicative technologies to speed up speaking process. Students are becoming more self-assured. They develop communicative skills, understand the use of grammatical forms in combination with their lexical fullness. Role play games and modeling of speech situations are the main types of such technologies. From the psychological point of view, it is a productive interaction within one group. People can make mistakes and express their ideas without being afraid to show the imperfection in possession foreign language. Also there are two ways to develop, improve and strengthen these skills: through reading exercises; repeated reading (reading the text to reach higher speed or can make difficult tasks for understanding of the text), technology 4/3/2 (repetition of the same history within four minutes in the first time, three - in the second, and two - in the third); through exercises on compatibility, semantic fields or mind maps (the scheme of communications between words), dictations (when the known words are used in unfamiliar combinations).

**Conclusion.** Like the other communicative approaches, which stress on communicative proficiency, the lexical approach too highlights the importance of successful communication rather than the production of accurate language. It believes that acquisition of lexical chunks makes a learner's communication more effective.

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#### WAYS TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILLS

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*Резюме – в статье описаны эффективные методы преподавания английского языка в университете. Рассматривается и анализируется ряд проблем при обучении говорению. Рассматривается серия различных приемов, обеспечивающих развитие навыков говорения и формирование коммуникативной компетенции у студентов.*

**Introduction.** In the era of globalization, more and more people are beginning to learn English, knowledge of which is necessary in various fields of science and technology, business, education, public life. The high role of the English language as a means of international communication for specialists with higher education. Unfortunately, many future economists, marketers, managers, and engineers find it difficult to give foreign languages and other humanitarian disciplines. Therefore,

English is often at the bottom of the list of important disciplines and does not attach much importance to it. However, at the undergraduate level, students are beginning to realize that the economy is developing, and English is becoming a means of learning from experience and advanced technologies and one of the ways to become a sought-after specialist.

**Main part.** Speaking is the process of creating semantic content and sharing it with non-verbal and verbal symbols. After all, even in the phrase «to speak in English» the need for this skill is incorporated (we do not say «read English» or write «in English» in the context of language proficiency). Speaking is a type of speech activity that uses oral verbal communication.

Certain conditions are necessary for speaking. Due to the presence of these conditions, it is interesting to pay attention to the following fact. In the process of learning to speak, there is a «conflict» between meaningful and logical speech, on the one hand, and its productivity. The presence of knowledge, thoughts, desire to express their attitude to something comes up against the lack of means of expression. Classes at all three stages constitute one cycle of work on the assimilation of a certain dose of speech material. In my opinion, today the approach to learning English has changed, and now the primary role is given to speaking. Practically all modern techniques insist on a communicative orientation of training.

Consider some of the problems that hinder the development of speaking skills. The most common practical problems when working with students are the following: «silent students» can be introverts, language barriers and difficulty of tasks. The problem of the language barrier can be caused by the use of translation techniques, that is, the student formulates a thought in Russian, then translates it into English or excessive correction of errors in the process of speaking, in this case it is necessary to explain that errors are an indicator of progress. Another reason is fear, it is treated by action, that is, the language should be used as much as possible in various situations. Tables of support, useful expressions, and preparatory tasks can help in solving the third problem related to the complexity of the tasks for some students.

The next problem we encounter in class is disinterested students. They may not be interested in the task itself or the students are tired of the monotonous tasks (question-answer). In this case, you should add more provocative tasks and diversify them. Another problem is the usage of the native language. To solve it, the excellent example of the teacher is very important, that is, if the teacher himself often uses the native language the students will do the same. Another way to work with speaking is to output to speech after reading and listening. That is, after we have read the text, discussed the vocabulary, checked our understanding, we give the task for speaking, for example, we discuss the opinions of students about what they read. It is important to start a conversation in line with a given topic. When we talk about the oral utterance of a monologue or dialogue, it should be noted that it is necessary to prepare it. There are several ways, firstly, you can use the drilling especially at the initial level.

Some methods of working with speaking are used quite often in the teaching of a foreign language. This, for example, a discussion of some unusual and ambiguous photos on the topic. It always works well, since most people perceive information better through the visual channel, as well as the task is as authentic as possible, that is, it is better to use real-life photos; besides, students can also discuss similar photos with their acquaintances. Such tasks can be given using quotes. This is a good way to stimulate discussion or discuss ideas. In such an assignment plan, it is important to give useful expressions for use in speech and motivate students to use them. The next common technique is the debate. Here an ambiguous statement is given, we divide the students into 2 groups, give the necessary expressions and time to prepare. The teacher must constantly stir up the debate, expressing a controversial opinion. You should also talk about the show and tell technique, for example, when discussing the topic of advertising, you can ask the student to bring your favorite advertising poster and tell about it. This monologue is not stressful for the student because he has time to prepare, in addition there is time to think and use key expressions and such tasks help to overcome the language barrier.

Next, you should mention the design methodology. Students love to research. Projects work well from the Intermediate level and above. Students can work with projects individually or in groups.

**Conclusion.** Thus, the success of the development of speaking skills in a foreign language depends on many factors. The correctness of the selection of speaking tasks, the creation of an internal need for communication, ensuring the development of oral speech, whether authentic situations are created for dialogical and monologic utterances, providing an opportunity to speak for each student, psychological comfort in a group.

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