

**DEVELOPING ORAL COMMUNICATION SPEAKING SKILLS IN PRIMARY SCHOOL
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Annotation: It is often argued that spoken language in the learning process is a very important aspect of school education and pedagogy. Children, striving to discover and understand the world around them, constantly ask questions. Oral speech skills are a crucial factor for teacher-child interaction and the development of oral speech in children. In early education, the development of oral speech is especially important for interaction, social relations and friendship, as well as for the formation of a sense of belonging. Teachers help children better develop their oral language skills both directly through language interaction with them and indirectly by creating an environment rich in incentives for learning. Teachers' oral communication skills are able to actively support the implementation of the curriculum and the achievement of its goals.

Key words: oral communication skills, strategies, model syntactic structure, message, channel, decoding.

It is often argued that spoken language in the learning process is a very important aspect of school education and pedagogy. Children, striving to discover and understand the world around them, constantly ask questions. Oral speech skills are a crucial factor for teacher-child interaction and the development of oral speech in children. In early education, the development of oral speech is especially important for interaction, social relations and friendship, as well as for the formation of a sense of belonging. Teachers help children better develop their oral language skills both directly through language interaction with them and indirectly by creating an environment rich in incentives for learning. Teachers' oral communication skills are able to actively support the implementation of the curriculum and the achievement of its goals. In this article, primary school teachers engage students in discussions on the topic of "Tolerance". Students are encouraged to observe, describe, and retell a story based on related images. In this case, they are motivated and supported by their teachers. The main goals of teachers' speeches are the active participation of children, preservation of the topic and answers to the questions "who", "what", "where", "when" and "how". The actions were recorded, and the content was analyzed in accordance with high-quality content analysis of speech and communication. The study focuses on two questions: • What specific strategies lead to children becoming more productive in oral speech? • What communication model is being implemented by teachers? Strategies for Improving Students' Speaking Skills Speaking is one of the most important skills that students can develop — for both social and academic success. Students use this skill throughout the day to process and transmit instructions, make requests, ask questions, receive new information, and interact with peers. In addition, it should be noted here that the teacher plays a crucial role in improving the conversational skills of students. As we know, the teacher can use some methods during the lesson to support the development of strong oral skills. According to Berninger & Wolf, there are several tips to support the development of oral speech in students. Encourage conversation. Each social interaction gives students a new opportunity to practice the language. Most students may need a little guidance from the teacher to engage in conversation, so encourage interaction whenever possible. It is important to ask questions,

rephrase the student's answers and give hints that encourage the continuation of the oral conversation. Model the syntactic structure. Students will most likely not use full oral syntax in informal speech, but encourage them to do so when they are in class. When a student uses fragmented syntax, model the full syntax for him. This develops oral speech skills and gives students the opportunity to practice the skills necessary to master written speech. Maintain eye contact. During training, it is important to maintain eye contact with students and encourage them to do the same. Maintaining eye contact will help students evaluate the audience's attention and adjust their language, volume, or organization of speech. This will help them to be better understood, communicate more clearly and successfully interpret non-verbal signals about their clarity. Remind students to speak loudly and articulate their thoughts clearly. In this model, it is important that students are asked to feel the muscles used for speech during a conversation, and monitor their volume and articulation. Remind them that a clear and loud enough speech is necessary to attract the attention of the group and effectively convey their information and opinions. A question to improve understanding. Asking questions before and after a reading assignment not only helps to hone speaking skills, but also helps students think about what they are reading and assimilate information from words. The teacher should use the following strategies to facilitate reading comprehension:

- If there is an introduction to a story or passage, the teacher will ask students to read it and answer questions that set the goal: "Where does the story begin? "What is this story or article? Why do you think so?"
- The teacher will ask students to predict the results: "What will happen? How do you know?"
- After reading, the teacher should ask the students to tell whether their predictions were correct and indicate where the ending or conclusion begins.
- Ask students to summarize the passage: "Who were these characters?"- What was the plot? "What was the result?" "What was the main idea?" "What were the supporting details?" Teach conceptual words. Many students may have difficulty with abstract concepts such as "before," "after," or "after," as well as sequences such as days of the week or months of the year. To help students learn and remember these concepts, the teacher may need to present and revise them many times and in various ways. For example:
- The teacher will ask students to determine which holiday falls on each month, and then sequentially review the holidays for other months: "Groundhog Day falls on February. What is the holiday in March? In April?"
- Ask students to specify the month before or after a certain month. "May is before June and after April." "May is the period between April and June." The educational communication model needs to analyze why people interact before defining communication. If the teacher thinks about this question for a moment, he or she will almost certainly come to the conclusion that most often we consciously communicate with each other. We are waiting for a reaction. People do not initiate an interpersonal conversation unless they have a desire to achieve something from another person or individuals. Moreover, unintentional communication happens all the time, but the main thing is the instruction, intentional communication is emphasized throughout the process. Teachers are looking for comments from their students that demonstrate their understanding. Training, feedback and pedagogical communication are all used to analyze and correct pedagogical communication. As for the educational communication model, it includes the following: The "source" in the model usually refers to a teacher or coach, but students also generate messages. The source is the source of the message, and before starting the actual training, teachers should prepare goals and objectives for specific training and carefully select measurable results by which students' success can be determined. The teacher should clearly understand what the student should learn. "Encoding" refers to the ability to translate. Teachers awaken meaning in their students by creating messages, both verbal and nonverbal. As soon as teachers define specific goals for

the training in question, they prepare messages designed to awaken in students the appropriate meaning necessary to achieve their goals.

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