

PRINCIPAL ISSUES OF SCIENTIFIC RESEARCH AND MODERN EDUCATION

THE IMPORTANCE OF IMPROVING FLUENCY DURING SPEAKING

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ANNOTATION:

Today, the number of language learners in the world is increasing year by year, and there are several useful articles on this topic. Furthermore, it is not correct to say that their users are satisfied with all of them.

The main purpose of this scientific article is to discuss one of the most common problems related to speaking among learners of English as a second language, that is, the importance of fluency development. Moreover, it aims to focus on alternative solutions for its improvement.

KEYWORDS: *fluency, speaking, second language, hesitation, podcasts, shadowing.*

INTRODUCTION:

First and foremost, one of several phrases used to describe or assess a speaker's proficiency in a language, language fluency is more and more often used in order to be compatible with accuracy and complexity to describe or assess a speaker's linguistic competence. While there are no universally accepted definitions or measurements of linguistic fluency, a person is often considered to be linguistically proficient if their use of the language looks fluid, or natural, coherent, and effortless as opposed to sluggish, halting usage. Hence, the ability to create language on demand and be understood is frequently used to define fluency.

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The automaticity, rapidity, and coherency of language usage, as well as the volume and rate of speech production, are some ways that different definitions of fluency define it.

According to theories of automaticity, speakers of more fluid languages may control all of the elements of words.

METHODS:

One of the most crucial areas of ability that kids gain throughout their first few years of school is literacy. The majority of kids start off by learning to sound out words and identify common vocabulary from books and educational resources. More fluency results from increased spelling practice and sight reading.

Reading gets faster, and it is then able to understand texts that are more complicated since vocabulary knowledge is expanding rapidly. Not many pupils, though, find the process of learning to read to be that simple. Reading difficulties can cause students to fall behind their friends fast, which can lead to a decrease in confidence and self-esteem.

It is significant and convenient for young children to read aloud to their parents. When they point to people and items, they are familiar with, even one-year-olds may expand their vocabulary and learn more about the world. Children who read aloud to adults learn how books function. While their parents read aloud, they take part by selecting their favorite stories and flipping the pages.

DISSCUSION:

- ❖ *slow and labored reading; frequent stopping at unknown words*
- ❖ *lacking expression appropriate to the meaning in oral reading*
- ❖ *inefficient or inaccurate decoding of unfamiliar words*
- ❖ *lack of memory of words that have been read and practiced previously*
- ❖ *automatic recognition of few words.*
- ❖ *poor comprehension even at a literal level.*

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Last but not least is confidence. It also can lead to be fluent during speaking.

Beth Villani said that: "It's the finest thing I've ever experienced when I have a struggling reader who succeeds in overcoming a challenge because, in addition to being proud of them, you get to watch them develop and gain confidence. They sit up straighter and their faces beam with the largest, brightest smiles. And when they tell you, "**I can do it,**" they mean it. You weren't needed to assist me. I discovered the answer. The experience has been quite beneficial."

RESULT:

Many kids who struggle with automaticity and fluency did not get systematic and clear training in, or practice with, the essential reading skills. With excellent core education, which includes phonological awareness, phonics, and decoding, many children's issues with automaticity and fluency may be avoided. The capability to accurately pronounce words, divide words into syllables, and apply knowledge of letter sounds are all examples of decoding skills. Youngsters who struggle to understand such concepts have difficulty reading fluently. Youngsters frequently whine that reading is "simply too hard" or tell a parent or teacher that they "get stuck" when trying to sound out a word. Talking about letter sounds frequently, using magnetic letters, saying the letters on street signs, and paying close attention to printed words are all helpful ways to support kids at home. In the school setting, a systematic phonics curriculum aids in teaching decoding abilities.

CONCLUSION:

To sum up, Since, it connects word recognition and understanding, fluency is fundamental. Students can take the time to concentrate on what the text is saying. They are able to draw connections between the reading they are doing and their prior knowledge. As a result, individuals are able to focus on understanding. On the other side, slower readers must spend more time decoding, which reduces the

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amount of time available for reading comprehension. The same paragraph must frequently be read numerous times for them to fully understand it since they frequently make reading errors. Non-fluent readers also frequently read without expression.

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