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## TEACHING SPEAKING TO THE THIRD GRADE WITH THE TECHNIQUE WALK IN MY SHOES

**Abstract:** This article focuses on the problems of classes with significant differences in a language, which may appear especially in schools. The research is aimed at finding whether and to what extent this technique improved the pupils speaking skill; and describing the teaching and learning situation when "Walk in my shoes" technique was applied in the speaking class. Further, the paper describes the problems arising from individual, particularly significant language differences in one class.

**Key words:** teaching speaking, individual, pupil, technique, grade, educational standard, learner, communication

**Language:** English

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### Introduction

Development of a science as a whole and a linguistic science, in particular is connected not only to the decision of actuality scientific problems, but also with features internal and foreign policy of the state, the maintenance of the state educational standards which are to the generators of progress providing social, economic society. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

In the technique, "Walk in my shoes", the speaking plays the central role, and language is used to communicate meaning. The language teaching focuses on how information and meaning from meaningful content axe utilized in discourse or texts, not in single sentences. The importance of attending mainly to meaning and not to language form, and the consideration is for the needs of the learner. Teaching speaking to the 3rd grade with the technique "Walk in my shoes" which improves speaking skills using with different activities and games or interesting

interactions that a certain interest both for theoretical investigation and for practical usage.

### Materials and Method

The materials of the course consisted mostly taken from internet the course books. They are newspapers and magazine articles, information leaflets, brochures, course books. The materials were taken by concerning topics on each month, which were confirmed by the head department. Besides, to make the lessons colorful, variable, and check pupils' awareness of the target topic each text was supported by the handouts, consisted of test, questionnaires, activities, glossaries. The target topics for February and March were "Colours" and "Numbers", as for April-"Days of week". Consequently, all of the materials were chosen taking into consideration the topics according to the curriculum and interests of the pupils.

The research used a variety of equipment as supportive tools to lead the lesson and make the exercises. Most of them were primitive one, like papers, markers, board, stickers. The other type, which the subject used during the lesson, was tape recorder and laptop. The blackboard, markers and

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stickers were used while explanation the topic, brain storming, making group activities. The tape recorder and laptop facilitated mostly while listening activities and showing the presentations and short-length films and videos in order to improve pupils' listening comprehension, enrich vocabulary and involve them into the atmosphere of the target speech.

Action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their

own work and then consider ways of working differently.

c. Teachers and principals help each other by working collaboratively.

d. Working with colleagues helps teachers and principals in their professional development.

In action-research, theories are not validated independently and then applied to practice. They are validated through practice. From all the definitions above, we know that action research is a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are. After all pupils, and often look for ways to expand upon then existing knowledge.

This research is carried out in the campus in Andijan city from September 2020 to October 2020. Here is the detail research schedule

**Table 1.**

№	Activity	Time: Year 2020	
		September	October
1	Pre – survey	September	October
2	Proposal	*	
3	Reviewing literature	*	*
4	Developing instrument	*	*
5	Collecting and analyzing the data	*	*
6	Writing the report	*	*
7	Collecting the reports		*

### Results and discussion

The above description of the research has provided the overall view of the research findings of improving pupils speaking ability by using Content-based Instruction. After analyzing the data of this study, the researcher found several significant findings to answer the problems of the research, which

are can and to what extent «Walk in my shoes» improves pupil's speaking ability and how is the classroom situation when «Walk in my shoes» is applied in speaking class. The findings are summarized on table. The discussion of the research findings is presented in the following section.

**Table 2.**

Research findings	Before the action research	After the action Research
<b>1. Improvement in pupils speaking ability</b> <b>a. Achievement</b> <b>b. Ability to express ideas</b> <b>c. Mother tongue use</b>	Mean score of Pre-test:59.6 Pupils could not express ideas: lack of vocabularies, many grammar mistakes, mispronounced some words, used mother tongue in speaking	Pupils could answer the questions Mean score of cycle 2: 67 Pupils could express ideas using appropriate vocabularies and correct grammatical forms with correct pronunciation

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<p><b>d. The improvement of pupils speaking competence</b></p> <p><b>2. Improvement in classroom situation</b></p> <p><b>a. Participation in speaking class</b></p> <p><b>b. Domination in class</b></p> <p><b>c. Speaking practice</b></p> <p><b>d. Form of activities</b></p> <p><b>e. Atmosphere</b></p> <p><b>f. The teacher</b></p> <p><b>2. Improvement in classroom situation</b></p> <p><b>a. Participation in speaking class</b></p> <p><b>b. Domination in class</b></p> <p><b>c. Form of activities</b></p> <p><b>d. Atmosphere</b></p> <p><b>e. Speaking practice</b></p>	<p>Pupils could not answer the teacher's questions.</p> <p>Pupils often used mother tongue in the class.</p> <p>a) 3% above average; b) 52% average; c) 45% under average</p> <p>Pupils were passive, teacher dominated the activities.</p> <p>Small chances</p> <p>Reading form</p> <p>Not alive, dull and boring</p> <p>Not innovative, didn't recognize pupils' problem and pupils' needs, not explore pupils' potentials</p> <p>Pupils didn't like the content or topics</p>	<p>Pupils could answer teacher's questions</p> <p>The use of mother tongue was reduced</p> <p>32% above average; 68% average; c) 0% under average</p> <p>High, actively took the turns to speak, gave attention to the lesson</p> <p>Pupils were active. Pupils dominated the activities</p> <p>Bigger chances with pair and group work</p> <p>Spoken form</p> <p>Live, happy and joyful</p>
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### Conclusion

This article was conducted to solve the problems faced by the pupils of class in improving their speaking skill. After analyzing the data gained from the pre-test, I found that the pupils speaking ability was low and unsatisfying. The mean score of the pre-test was 59.6. In addition, seventeen or forty-five percent pupils were under the average level. Moreover, the motivation of pupils in the class was low. Based on the observation and the interview with both the teacher and the pupils, I found that the pupils

did not like the content or topics discussed in the class. They would like to learn something useful and practical for their future jobs. Meanwhile, I still used the traditional teaching approach or techniques to teach the pupils, which made the pupils, lost their interest in the speaking class. In addition, the pupils showed low motivation in participating in the speaking task. They didn't participate actively. During the speaking class, most of the pupils were keeping silent and only some braver pupils just used the mother tongue to answer the teacher's questions.

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