

## Effective Ways To Develop Oral Communication In The Foreign Language Lessons.

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### ABSTRACT:

There is no doubt that communication in a foreign language lesson will be the most productive and motivational in cases of imitation of real communication, because the main purpose of speaking a foreign language is the ability to carry out verbal speech communication in a variety of situations. However, for the implementation of this principle, appropriate training of language learners is necessary. Therefore, the focus of a foreign language lesson is precisely speech. A foreign language teacher has a difficult task in overcoming the speech barrier of students. It is communication in a foreign language that is for language learners both a desired goal and a challenge.

In this paper, the question of oral communication in foreign language lessons, as well as the means and methods of organizing the lesson, will be highlighted.

The relevance of this work is due to the communicative orientation of oral speech, which justifies the importance of studying effective ways of developing oral communication in a foreign language lesson.

### Keywords:

speech activity, teaching to speak, learning and speech situations, stage of speech practice

## 1. INTRODUCTION

There are four types of speech activity: speaking, writing, listening, and reading. A productive type of speech activity through which (together with listening) oral verbal communication is called speaking. The content of speaking is the expression of thoughts verbally. Speaking is based on pronunciation, lexical, grammar skills. In most teaching methods, speaking is one of the main goals of language teaching.

In the production of speech, two stages are distinguished: the first is the formation of verbal intention (stimulating experience and the phase of formation of judgment). The second is speaking (the formation of an intra-verbal summary and pronunciation). [8]

There are about five groups of skills necessary for oral communication: speech skills, speech etiquette skills, non-verbal communication skills, the ability to communicate in various

organizational forms of communication, the ability to communicate at different levels. [7]

Distinguish between initiative (active) speech (or initiative speech), reactive (response) speech, reproductive (stochastic) speech. Speaking exercises are intended for special exercises, which are divided into preparatory and speech. Skills and skills of unprepared speech, its reactivity, and spontaneity are developed in a dialogue; the skills and abilities of prepared speech with its initiative, consistency, and consistency - in a monologue. [1] Three stages are distinguished for teaching dialogue: working with a sample dialogue, systematic dialogue compilation, and creating a communication situation. Monologues statements should be built taking into account the following criteria: correspondence of the statement to the speech task, consistency, continuity, expressiveness, semantic completeness. [2]

When teaching speaking, two circumstances should be taken into account:

a) training is prepared for prepared or unprepared speaking and

b) the skills and abilities of dialogic or monologic speech are formed. In this case, we can talk about two approaches (methods) of training: deductive (synthetic) and inductive (analytical).

In the first method, also defined as the approach to teaching top-down speaking, students go from perceiving a text as a whole work to its individual parts at the level of the meaning of its lexical and grammatical units. The formation of skills begins with the perception of the text (reading, listening, reproducing the finished monologue, dialogue or polylogue), which is considered as a model for building your own texts, and ends with an analysis of the language units contained in the text. In the second method (the approach to teaching bottom-up speaking), students go from analyzing the language units contained in the text and how they are used in speech to perceiving the contents of the text as a whole work. This approach is based on the assumption that that element-wise, phased assimilation of text units provides a better understanding of its content and, as a result, leads to the ability to participate in speech communication based on acquired knowledge of language units and methods of their use in speech. [1]

Pupils should be able to understand the interlocutor's speech by ear, organize a communicative statement, adequately respond to the interlocutor's statements, and develop a communicative situation. In addition, students should be able to talk coherently about themselves, about what they have read, what they have seen, express their attitude to what is happening, to perceived information, using lexical units and grammatical constructions. [2]

In the lesson, educational and speech situations are called upon to fulfill two main functions: stimulating and educational. It is very important to ensure the content of statements in the language being studied, to exclude statements that have no connection with reality, that do not correspond to it. You need to constantly attract the attention of the guys to what is being said: "Is it really so?", "Do you agree?", "You don't say so!", "How so?" and others. Communication in the

lessons is mainly carried out mainly in the following organizational forms: teacher-student, teacher-class, sometimes student-students.

### **Materials and methods**

Object of the research work is a method of teaching a foreign language. And the subject is the speech skills used in a foreign language lesson. The goal is to study the features of oral communication in the lesson and determine the means and methods of organizing the lesson. In order to reach the goal we have to analyze the following tasks:

- identify types of speech activity
- determine the features of speech skills in the process of teaching English
- determine the specifics of dialogical and monologic speech in the framework of teaching oral communication
- methodological and didactic principles of organizing the process of oral communication in an English lesson

### **Results and discussion**

The stage of speech practice is a difficult task for the teacher, because the speech activity of students still needs to be managed, as at the training stage, but here you cannot put students in a tight framework. When teaching speaking or writing the expression of thoughts, one cannot impose on them either linguistic means or the logic of utterance. [6]

A foreign language lesson can be defined as a completed segment of academic work, during which a certain practical, general and educational goal is achieved by performing pre-planned exercises of an individual and individual group nature based on the means and methods of instruction used by the teacher. One of the main features of a foreign language lesson is its speech orientation. Each lesson should have a clear and specific task that includes three components: what needs to be learned, to what extent and with what level of automation. [4]

If we take as an axiom the provision on the close relationship between oral and written forms of communication, then when constructing a lesson you should be guided by the following principles:

A) the main part of the lesson, especially at the initial and secondary stages, should be occupied by oral speech, since it needs more

active training in the classroom and is associated with special difficulties in the perception and generation of speech. The relationship in the lesson between listening and speaking is not stable, but speaking should be given most of the time.

B) reading aloud is an exercise that develops a reading technique. In high school, reading by ear should be applied sporadically on small, pre-worked material.

C) reading inwardly teaches you to extract certain information from a book or text. This reading is accompanied by verbal exercises of a speech nature.

D) written exercises should take a little time in the lesson and not be the predominant type of exercise, with the exception of the period of learning the technique of writing or written control.

From the above it follows that the whole lesson can be devoted to the development of oral speech, listening or speaking. The methods of consolidation should be quite diverse, consistent with their purpose and contribute to the development of mental activity of students. A positive effect is the rational change of methods of consolidation. It should be noted that the best performance of students is observed in the first part of the lesson (25-30 minutes).

A lesson as an organizational unit of learning includes stable and variable components. Stable include the beginning of the lesson (preparing students for the lesson), its central part (explanation of new material, consolidation of new material) and completion (summing up).

At the beginning of the lesson, there may be a welcome conversation (speech charging) about an event, checking homework. The teacher encourages students to discuss topics raised. At the beginning of the lesson, the objectives of the lesson are formulated, which increases the motivational side of learning.

In the central part of the lesson, a new topic is revealed by various tricks and means. The explanation allows you to get acquainted with the new theoretical material for 10-12 minutes, which is further proposed to be reinforced with practical tasks. The methods for introducing new material depend on the age of the students and the level of their language training. For younger students, the

presentation of new material should be introduced in the context of a story, song, game, etc.

To consolidate the new material, exercises that are called preparatory (training, language) are used, they are divided into imitative, exercises in conscious choice, substitution, transformational, exercises to supplement sentences, to expand sentences, combine sentences, by analogy, exercises with standard phrases, with keys, the answer to the question in accordance with the instructions, the answers to the counter question, the construction of sentences with the given words.

Practice, as a phase of the lesson, is aimed at achieving the use of learned material in various communication situations. Among the speech exercises, it is customary to include the following: responsive, question-answer, replica, conditional conversation, situational, role play, reproductive, retelling, descriptive, dramatization, debatable, oral narrative.

The final part of the lesson includes summarizing the lesson, monitoring, evaluating work, homework. [3]

Within the framework of the aforementioned components, variable ones are distinguished, which depend on the purpose of the classes and the stage of training (explanation of new material, use of visual aids, discussion of lessons learned, etc.)

Speaking skills do not form on their own. For their formation, it is necessary to use special exercises and tasks, which means that there should be lessons aimed mainly at developing speaking skills. Positive characteristics of lessons in the formation of oral speech skills:

- Students speak the vast majority of the lesson. The teacher only guides and models various forms of speech interaction.
- All students participate equally in communication. The teacher does not allow monopolization of attention.
- Students want to talk. High level of motivation through the use of various sources of motivation.
- The language level corresponds to the real possibilities of this group.

Steps to overcome difficulties in preparing and conducting speaking lessons: not to be afraid to admit their mistakes, not to allow students to sharply criticize each other, to make greater use of

collective forms of work, to use various sources of motivation. [8]

## CONCLUSIONS

Summarizing this work, we can conclude that oral communication in a foreign language lesson is an integral element of the lesson and is aimed at achieving the development of students' ability to carry out verbal speech communication in various situations in accordance with their real needs and interests. Initially, speech intentions are formed, and only after that the process of speaking takes place. To teach speaking, there are exercises that are initially preparatory, and only after speech. Speech is divided into dialogic and monological. As a result of learning oral communication, students should be able to understand the interlocutor's speech by ear, organize a communicative statement, adequately respond to the interlocutor's statements, and develop a communicative situation. In addition, students should be able to coherently talk about themselves, about what they have read, what they have seen, express their attitude to what is happening, to perceived information, using lexical units and grammatical constructions.

The lesson should consist of constant speech practice, the speech nature of exercises, communicative material, which will contribute to the activation of speech-cognitive activity of students. It is necessary to constantly attract the attention of students to what is being said. The lesson is built of three parts: the beginning, the central part and the completion.

To achieve a high level of student training in oral communication, it is necessary to instill students confidently not be afraid to admit their mistakes, and the teacher should not allow students to sharply criticize each other, make greater use of collective forms of work, use various sources of motivation

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