
DEVELOPMENT OF ORAL COMMUNICATION SKILLS IN ENGLISH CLASSES

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Abstract. The thesis is devoted to the problem of improving oral speech skills in a foreign language. To solve it, the author suggests creating a number of pedagogical conditions, as well as supplementing the basic English language textbook with additional modern materials.

Keywords: English language teaching, speech skills, pedagogical conditions for the development of oral speech skills.

All people are capable of acquiring several languages during their lifetime. If the native language is acquired by itself in early childhood, teaching a foreign language is the formation of foreign language speech activity skills by mastering the language system through speech in the process of targeted communication. Despite the achievements of methodological science and continuous work on improving the language education system in our country, the problem of developing oral speech skills in English classes remains urgent. A number of sources of this contradiction are named in the scientific and methodological literature.

One of the principles of the modern methodology of teaching a foreign language, which is not always applied to school practice, is that when learning a foreign language, it is necessary to move from speech to language. Only in this case, speech skills will develop properly. The opposite situation can be observed in English classes at school: the learning process is based on the rules of the language, and students do not get to speak.

An important reason for the low level of knowledge of oral speech is the non-observance of the laws of formation and development of skills and competencies during the educational process. Let's take a closer look at these concepts. Rubinstein S.L. gives the following definition of competence: these are "automated components of consciously performed activities that are formed through constant practice, training, and development".

As E.I. According to Passov, the concept of automation includes the following components: a certain movement speed; the integrity and smoothness of the movement process, if it is not a single component; economy, that is. absence of unnecessary actions; low voltage level; willingness to turn on, and easy excitability of stereotype. As in any system, these components are interrelated. Speech skills have a number of characteristics that allow us to assess the level of their formation. These include unconsciousness, absolute automaticity, complete adherence to language norms, speed of execution, and stability, that is, complete consistency of speech itself despite changing conditions. If all the characteristics of the qualification correspond to the above, the speech qualification is fully formed. Speaking skills include phonetic, lexical, and grammatical skills, as well as technical reading and writing skills (related to having the graphic code of a language).

Speaking skills alone are not enough for full communication. Students should arbitrarily and consciously change the selection and combination of speech operations (skills) depending on the purpose, situation, and type of interlocutor. If the result of the student not having difficulty with this is visible, then we can say with full confidence that communicative or communicative-speech skills have already been formed. Having such a skill means choosing the right style of speech, subordinating the form of speech to communication tasks, and using the most effective (for a certain purpose and under certain conditions) linguistic (and under certain conditions). linguistic) means.

Zimnyaya I.A. gives the following definition to the ability to speak a foreign language: "the ability to express or perceive a person's thoughts about the language being studied". The following skills are distinguished in a foreign language: reading, listening, writing, and speaking. In short, reading comprehension is the comprehension of written speech. Listening ability is the ability to perceive foreign voice speech. Writing is the ability to communicate ideas in writing.

Speech ability is the ability to convey one's thoughts, speech is divided into dialogic and monologue speech. This implies the existence of two more skills, one of which is the ability to logically connect all parts of the text, and the second is the ability to immediately respond to the words of the interlocutor. The basis of all skills is always skill and knowledge. The content of the statement is the skill, and the form is the basis of the skill. If the student knows both lexical, grammatical, and phonetic tools well, he can disconnect from the form of the sentence and pay full attention to the content. A skill is an automated component of a skill. Ability is always creative. Often, the development of skills, not skills, is achieved in school.

Based on the above, it is possible to formulate a number of pedagogical conditions (understood as requirements for the organization of foreign language teaching at school) that help to improve oral communication skills:

- to provide as rich a language environment as possible in foreign language classes;
- creating a warm, optimistic environment for friendly support and belief in success in the classroom;
- make the lesson personally meaningful, taking into account the individual age characteristics of the students;
- teaching a foreign language on a communicative basis;

If we consider one of the sections of the textbook for primary school, the first lesson of this section focuses on the development of cementation and phonetic skills: "listen and name the clothes", "listen to the words and begin with tasks such as "read". Next comes the task of consolidating vocabulary in a conditional communicative situation: list in alphabetical order the clothes that the seller should bring.

Thus, one more repetition of the learned words is organized. After that, the construction "I want" is introduced in its full form (students are already familiar with the shortened form of the construction). The textbook does not offer to define the use of this construction. Next comes the dialogue "In the Shop", created in the form of a comic book. Then it is suggested to create a similar dialogue. The last task is communicative in nature. The tasks listed contain a lot of new material and are undoubtedly meaningful, but are they enough to prepare students for dialogic speech?

Before the student is ready to create their own statement, more practice is needed in the perception of voice speech, preferably accompanied by a motivational video sequence. An important point is that the listed exercises do not provide motivation to solve life problems with the help of a foreign language.

In short, if the teacher takes a creative approach to the selection of additional materials, first of all, the multimedia character, this deficiency can be significantly eliminated. It can be cartoons, video clips, products of information, and communication technologies, the content of which is more modern and related to current issues of interest to schoolchildren. Thanks to the involvement of additional multimedia resources, the above-mentioned favorable pedagogical conditions are created. The use of specially created pedagogical conditions and additional materials in the lesson helps to organize students' mastery of reliable oral speech in a foreign language.