

THE SIGNIFICANCE OF SPEECH IN TEACHING ENGLISH

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Abstract. *This article discusses the features of the use of oral speech in teaching English in non-linguistic universities. Issues related to the effective development of practical skills of oral speech in English, as well as the possibilities for developing the mental activity of students, are considered. A brief analysis of the factors for the effective development of students' mental activity was carried out. It is emphasized that in the process of speaking, the preliminary formation of thoughts with the help of inner speech is of particular importance. The main approaches to teaching English are also considered, which include activity-based, communicative, cultural, and student-oriented.*

Keywords: *oral speech, competence, speaking, thought formation, linguodidactics, learning, verbal communication.*

Currently, in almost all spheres of human activity, there is an increasing interest in foreign languages. This process can be explained by many reasons. Among them, can be note the enrichment of one's knowledge with the help of foreign literature, communication with representatives of other developed countries and cultures, and traveling the world. Today, one of the most popular foreign languages is English. Proficiency in English allows people to get acquainted with the latest achievements in the field of science and technology, politics, economics, since the main leading scientific journals, as well as recognized world publishing houses, mainly publish their materials in English.

In the modern methodology of teaching English in higher educational institutions, oral speech is widely used as the most effective means of teaching [1,6]. It allows students to engage in verbal communication. The use of oral speech undoubtedly arouses in students a desire to actively participate in the educational process and a great interest in this subject. Therefore, oral speech is used as a learning tool, with the help of which the development of the correct reproduction of even the most complex words and the transformation of digestible materials is carried out [2, 12]. At the same time, it is possible to hear and reproduce the introduced new words or grammatical structures, including the active work of the auditory and speech analyzers in students.

In order to learn spoken English as quickly as possible, you should pay attention to the main factors. To develop practical speaking skills in English, it is not enough to learn new words. Most importantly, it is important to be able to pronounce them correctly, because pronunciation is an important part when learning any foreign language. Therefore, you need to take it seriously, because otherwise significant problems may arise during communication.

According to many experts, it is in conversation that the communicative abilities of students are formed and developed, which includes the ability to make contact with strangers in order to achieve mutual understanding [8, 11]. At the same time, it is important to pay attention to the process of developing the practical skills of students, which they will need in the future to improve their professional abilities. Active involvement in speaking and listening makes it possible to develop the complex mental activity of students. It should be noted that in a

methodological sense, listening and speaking, being in close relationship, contribute to the development of each other in the learning process. In other words, it can be argued that understanding is formed in the process of speaking, and speaking is developed in the process of understanding.

As it is known, inner speech and articulation associated with it are the main mechanism of speech thinking and takes place both in listening to foreign speech and communication. In the process of speaking, the preliminary formation of thoughts with the help of inner speech is of particular importance, i.e. making mental sentences to express their own opinions. “Even with the direct communication of one’s thoughts at the moment of their occurrence, nevertheless, their expression in external speech is preceded by the appearance of motor speech impulses, which in all cases, at least for a second, forestall the pronunciation of words” [13]. Therefore, it turns out that these processes are accompanied by active mental activity.

Oral speech can be presented in dialogical and monologic forms. Dialogic speech is a process of direct communication between two or more persons. The speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events is a monologue speech. Monologue speech, unlike dialogic speech, is characterized by greater arbitrariness, consistency and harmony. The main difficulty in understanding dialogic speech by students is that in the process of dialogic speech there is a need to follow the train of thought of the interlocutor. In this case, dialogical speech is closely related to the level of listening skills. In the educational process, it is often observed that students, when talking with a teacher, carefully “catch” only the beginning of the spoken speech, and its middle and end are usually perceived as inferior. Here the main difficulty is the student's fear of communicating in a foreign language or his self-doubt. The real reason for this difficulty lies in the lack of professionalism and creativity of the teacher. All these fears and complexes will negatively affect their susceptibility.

The main difficulty of monologue speech in the process of speaking is to maintain continuity, logical coherence, and the meaning of the statement. It is very difficult for many beginners or weak English speakers to adhere these criterias. Usually they say what comes to their mind at that moment, and do not think at all about the correct structure of their speech. Learning how to format and correct information in oral speech is one of the main problems of modern linguodidactics. In many ways, it is explained by the fact that the design of the message is a key link in turning a thought into a statement [9]. It is considered an important component of speaking as a type of speech activity.

In linguodidactics, from the point of view of the field of activity of future specialists - students, speaking creates the need to find ways for an effective approach to learning. Within the framework of different areas, such as activity, personality-oriented, communicative, culturological, it is solved in different ways. It should be noted that the basic principles of training are formed precisely on the basis of these areas, which include the following:

Attentive interaction with the student in the educational process, taking into account his personal qualities;

Focusing on the personality of the student in the learning process, taking into account his intellectual level and ability, as well as interests;

Directed teaching of intercultural communication and others.

Speaking comes to the fore in teaching speech activity.

For the formation and development of communication skills in oral speech among students in certain areas of activity, for example, among journalists, attention should be paid to the purpose of the process, which significantly depends on thinking and competency. In this direction, many researchers pay attention to qualitative characteristics: automatism, stability, transfer, and others. The time spent on the formulation of the statement should not exceed the time spent on pronouncing the statement in the native language. It is this criterion that determines the quality of speech skill.

As is known, there are four main approaches in the methodology of teaching foreign languages: activity, communicative, cultural, personality-oriented. When solving issues related to teaching speaking, each of these approaches puts in the first place one of the aspects of modern education, which include the focus on the formation of a linguistic personality, the focus of the learning process on communication, activities in the learning process, orientation in the learning process on the personality of the student.

The activity direction is characterized by an orientation in learning to the activities of subjects of learning. In this direction, the center of learning is the student, namely his motives, goals, psychological capabilities and others [10]. The main content of the educational process is the activity of future specialists. Speaking is considered as a verbal way of activity.

In the communicative approach of teaching, the main goal is communication. At the same time, the learning process is organized as close as possible to natural communication. It is directed to personal interaction, in which different ways of communication are used. Speaking is considered as a way to implement a communicative intention through the language, so the process of learning to speak is considered as a communicatively directed process, included in the interaction with the world [7].

Within the framework of the personality-oriented direction, the main emphasis in learning is placed on the individual as the subject of educational activity. This approach in teaching a foreign language makes it possible to provide and support the processes of self-development, self-knowledge, as well as self-realization of the personality of students, the formation of its individuality and uniqueness, a focused approach to teaching a foreign language [3]. To achieve positive results in this direction, when organizing a training session, the teacher should pay attention to creating the right emotional state of students. Also be able to effectively apply their knowledge, learn the opinion of students, purposefully organize their work.

In the cultural direction, the main emphasis is on the cultural component of education. This direction is based on the understanding of the social and cultural features of the language. The language is considered from the point of view of its social nature, its connection with society and connection with the individual.

Today, one of the main tasks of oral speech is teaching the design of messages. If the time spent on the formulation of the statement does not exceed the time spent on its pronunciation, then this largely determines the quality of the speech skill. Speaking as one of the types of human activity has all the psychological and psychophysiological characteristics of activity, being only one of the ways to implement speech activity. Thus, speaking in the psychological process of speech activity is a way of expressing thoughts by means of language, therefore, oral speech activity has special psychological and psychophysiological mechanisms for turning thoughts into statements.

Researchers, based on the analysis of psycholinguistic models of speech utterance, consider the process of formulating an utterance from a psychological point of view, separate the following stages of speech production [5]:

- the stage of utterance motivation;
- the stage of the plan (plan program);
- stage of implementation (implementation of the plan);
- the stage of comparing the implementation of the idea with the meaning itself.

In oral speech, of particular importance is the mechanism for the design of an utterance, which includes the process of mediating a thought into an utterance. This mechanism is activated by the following steps: a word selection operation; designing the model with keywords; registration of the message in accordance with the norms of the language; realization of the statement.

One of the main problems in modern linguodidactics is the design of the message. This is due to the fact that the process of formalizing an oral message consists of turning a thought into a statement and is an intermediate stage between a thought and an oral message. In addition, speaking, being a productive way of implementing the subject of speech activity, which is thought, speaking, need is the leading type of speech activity.

The relevance of teaching the formulation of a message in oral speech at different stages of learning English as a foreign language is due to the fact that training should be aimed at the formation of speech skills, the characteristics of which are automation, stability and consciousness. For the effective development of oral speech in the learning process, attention should be paid to the following:

- learn one proverb or saying a day;
- listen to audio materials (monologic and dialogic) in English;
- listen to music in English;
- watch videos or short films in English and others.

Based on the above, we can say that in the learning process, the use of oral speech as a means of teaching English is carried out successfully under the following conditions:

- the teacher must be fluent in the language being taught and adapt his speech to the specific conditions of the audience, use words correctly, without violating the authenticity of speech;
- pay special attention to the design of methodological rooms, equip them with all the necessary educational equipment, audio and video equipment, a computer and the Internet;
- to use real situations, to know the capabilities of each student individually and in general, which is necessary for the choice of methodological techniques;
- have all the components of the educational complex, know how to work with each component, and also has additional visual aids for different occasions to familiarize yourself with the educational material in a more simplified form;
- have the skills to ensure the right pace of the lesson, which allows for a differentiated approach to students, involving everyone in the learning process;
- know and skillfully use modern interactive teaching methods and technologies;
- be able to effectively use audio and video materials with the help of modern computer technologies;
- and finally, correctly and purposefully use all forms and directions of oral speech in the educational process.

Thus, oral speech is widely used as a teaching tool, which allows the teacher to introduce students to verbal communication from the very beginning of their learning English. Oral speech as the goal of learning acts as a means of communication, with the help of which information is obtained during listening, information is transmitted during utterance, and information is exchanged during conversation. Speaking as a type of speech activity primarily relies on language as a means of communication. The basis of speaking is the awareness of the meaning of the lexical unit of the language. In the process of developing oral speech skills when teaching English, the stage of formalizing an oral message, which consists of turning a thought into a statement, is important. The use of oral speech arouses in students a genuine interest in the process of learning English and a desire to engage in it. It is also used as a learning tool, with the help of which automatisms are developed in the reproduction and transformation of acquired lexical units and grammatical structures, when oral speech is associated with methods of familiarization and training and the expansion of language knowledge. At the same time, the effectiveness of its use is associated with the development of the form, meaning and use of a word, phrase and grammatical form.

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