KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT BRANCH SAMARKAND

IMPROVEMENT OF STUDENTS' ORAL COMMUNICATION COMPETENCE

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ABSTRACT: *This article addresses the development of speaking competence, focusing on enhancing students' abilities to engage in oral communication. It explores how speaking competence is shaped by listening comprehension and how teaching strategies for monologic, dialogic, and polylogic speech—through both inductive and deductive methods—contribute to the development of oral speech competence.*

Keywords: *speech competence, conversation, short texts, oral communication, language exercises, listening comprehension, monologic, dialogic, and polylogic speech.*

Introduction:The growing socio-economic and cultural collaboration between nations has heightened the demand and desire to learn languages using a communicative approach. In the educational systems of developed countries, significant attention is devoted to the development of students' speech competence. Particularly for B1 and B2 levels, acquiring speech competence, as outlined in

language teaching curricula, and improving students' skills to engage effectively in oral communication have become key priorities.

The concept of developing the public education system in the Republic of Uzbekistan until 2030 emphasizes principles such as quality renewal of the continuing education system, professional training and retraining, improvement of teaching methods, individualized education, gradual implementation of modern information and communication technologies, and the introduction of innovative projects within the public education sector [1][1]. Issues related to the development of speech and oral communication within Uzbek language teaching methodology have been explored in the research of various scholars. Language is understood as a set of units created by previous generations for the benefit of society, which are common, mandatory for acceptance, and serve the purpose of expressing and shaping thoughts. These units are governed by a set of laws and regulations that define the interconnection and relations between them [2][11]. This article explores the acquisition of speech competence, the development of students' skills in oral communication, and how speech competence is shaped through listening comprehension. It covers the teaching of monologic, dialogic, and polylogic speech using both inductive and deductive methods to enhance oral speech competence.

Speech is a complex mental process that is controlled by the brain's activity. The external (material) side of speech consists of its sound and literal aspects, while the inner side is expressed through the symbols of speech, movement, hearing, sight, and touch.The term "speech" refers to the ways of forming and expressing

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[1] The Decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev from April 29, 2019, on the approval of the "Concept for the Development of the Education System in Uzbekistan until 2030" (PF-5712), available at Lex.Uz.

[2]

thoughts, while language serves as a means for this purpose. In psycholinguistics, the expression of thoughts is referred to as (re)productive speech activity, which includes both speaking and writing. On the other hand, the perception of expressed thoughts (whether spoken or written) is known as receptive speech. Both the speaker and the receiver are considered communicants, with the communicator being further divided into producers (the speaker and writer who express opinions) and receivers (the listener and reader who perceive the opinions).Speech arises from the use of words and phrases by an individual for the purpose of communication (i.e., delivering a message), based on the language skills mentioned earlier. When comparing language and speech, the following differences are important:

1. Language is the medium of communication, while speech is a form of communication.

2. Language is created by society, whereas speech is created by each individual.

3. Language has a long lifespan and evolves with the people, while speech has a brief existence, existing only when spoken, with written speech being an exception.

4. A person can master multiple languages simultaneously, as language is not tied to a specific time or place, whereas speech happens at a particular time and place.

5. The volume of language is indefinite, while the volume of speech is clear, often taking the form of dialogue, monologue, or polylogue.

6. Language is a stable, static phenomenon, while speech is dynamic and constantly evolving.

Speech communication holds a central role in human activities, fulfilling a crucial need for individuals to connect with others in society. This need for mutual

communication is one of the main driving forces behind the creation of human societies. Therefore, speech communication is vital for everyone. It is a uniquely human process that allows people to share and exchange information during their daily activities.The primary objective of teaching a second language is to develop students' speech communication competence, allowing them to participate in verbal exchanges while adhering to pronunciation, grammar, and lexical norms of the language. Speech communication is an active process that occurs in various forms, including monologue (one speaker), dialogue (conversation between two speakers), and polylogue (interaction involving multiple speakers). The degree to which participants have mastered the target language is an important internal factor in facilitating effective speech communication.Through the scientific-theoretical study of developing students' oral speech competence in a second language, the following conclusions can be drawn:[3]

1. The students' attention, perception, thinking, language skills, speech, and the communication environment play a crucial role in achieving successful speech communication in second language learning.

2. Research on students' speech abilities and communication skills reveals that their knowledge and competence related to speech communication are underdeveloped, highlighting the need to strengthen their communication competence.

3. Psycholinguistic elements, such as mutual respect among interlocutors and sincere tone, are key to understanding the culture of speech communication and should be integrated into educational frameworks.

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[3] Yuldashev R. A. Methodology for developing oral speech in students by encouraging more speaking in Uzbek language classes. Tashkent: Fan va Texnologiya, 2012. – 216 pages.

4. By analyzing and comparing words used in speech communication during second language instruction, it is possible to identify common and distinct characteristics of each word. Providing students with a thorough understanding of these concepts can elevate their communication skills.

5. The fundamental principles of communicative competence, based on activity and speech communication methodology, are essential in teaching a second language. Oral speech involves both listening and speaking, where speaking is the process of using lexical, grammatical, and pronunciation aspects of the language to convey ideas. Speaking, as a type of speech activity, is a complex thinking process that is characterized by creativity, with speakers attempting to express their thoughts and feelings through language and non-linguistic means. In monologic speech, sentences, complex syntactic structures, and texts are utilized. Monologic speech has a productive character, where the teacher shapes the speech thinking of students and guides the formation and content of their language construction. The second stage (reproductive-productive) focuses on developing verbal and independent thinking related to the opinions expressed. The third stage is regarded as the effective level of monologic speech, as it is based on independent opinions, personal experience, and speech experience, where individuals express their personal thoughts regarding events and facts. To achieve this, it is useful to read and listen to language materials, summarize the content of the text, answer related questions, provide titles based on pictures, and perform other tasks. Expressing thoughts monologically can be challenging, even in one's native language. The process

of structurally linking words and phrases is observed in the development of speaking skills.[4]

Dialogic speech, on the other hand, occurs in direct communication between two individuals or interlocutors, forming a chain of thoughts. In real-life situations, dialogic speech is often spontaneous. A key psychological aspect of dialogic speech is the need for the teacher to create a lesson plan on the problem and its solution, which should be clearly communicated to the students. For an effective discussion, the teacher should announce the discussion topic in advance and assist students in finding relevant resources. Dialogue organizes the discussion, and dialogic speech is taught using both deductive (from general to specific) and inductive (from specific to general) methods. In the deductive method, dialogue is studied based on an example. A model dialogic speech is presented for listening comprehension, then memorized, and finally practiced with lexical changes before being performed independently.

Dialogic speech also has its own set of challenges, which include:

1. The need for a quick response (reaction).

2. Dialogue is not just a form of communication with questions and answers.

3. Each speaker has their own objective.

4. Dialogue participants continue speaking if they understand each other's conditions and situations.

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[4] Yusupova Sh. The effectiveness of teaching the native language and the implementation of advanced pedagogical technologies. PhD dissertation. Tashkent: TPI, 1998. – 137 pages.

5.   It is difficult for participants to anticipate the content of the dialogue.

6.   One participant should take the lead in the dialogue.

7.   Cutting a sentence or interrupting (throwing a bite) plays an important role in dialogue.

Speaking the content of a read or listened-to text (monologic speech) has been a core method in moving to higher grades. Students are typically required to provide brief and simple information on the topic, lasting 3-5 minutes. This is usually achieved by reading or listening to specific texts in textbooks. Polylog speech is a unique and challenging form of speech that involves group discussions. It is used to increase the activity of both listeners and students and to foster their creative abilities. In polylog speech, each group member has the opportunity to express their opinion on the topic under discussion. The teacher, as the organizer, does not directly interfere with the students' activities. This method is useful when the lesson topic is more theoretical and the practical aspects need to be derived from new ideas.

At the first stage, the formation of dialogic speech skills involves the interlocutor clearly understanding their speech task, planning the conversation, making partial changes during the communication process, and taking the initiative to speak. It also includes allowing the interlocutor to continue the conversation, reacting according to the opinion of the other party, and drawing the interlocutor into the dialogue. Dialogic speech requires the student to summarize the content of the text they have read or listened to, express their attitude, and provide enough information about it. Additionally, it is common practice to interpret the subjects and events presented in audiovisual media and express an opinion on the topic suggested in the textbook.

The educational material for the second stage consists of texts in monologic and dialogic speech forms, which are more complex in terms of lexical and grammatical aspects. At this stage, students work on oral speech, developing skills such as retelling content from audio and video materials and reading or listening to texts. Both form and content are perceived as a whole when listening to speech in the native language. To learn the content effectively, students need to master the lexical, grammatical, and pronunciation skills of the language. Knowledge of lexis and pronunciation is particularly important for understanding the general content, while grammar is essential for grasping specific details.In listening comprehension, the teacher's speech, as well as audio-visual tools like tape recordings, radio broadcasts, soundslide films, videos, or TV programs, serve as the main sources for acquiring information through auditory perception and analysis. The development of the following speech competences in terms of listening comprehension is envisaged: 1. Understanding conversations in daily life, professional, and educational settings during spoken communication. 2. Understanding small texts related to popular science and country studies. 3. Listening and comprehending the main content of oral texts within the curriculum.Listening comprehension is considered one of the main types of speech activity and is taught through goals and methods: 1. When mastering oral communication, interlocutors alternately perform the actions of speaking and listening. 2. Listening comprehension is acquired as a special type of communicative activity, where the information in the speech (oral story, movie) is assimilated. The success of listening comprehension depends on several factors, with the most important being the individual age characteristics of the listener, their rate of perception, and the conditions of perception (such as the speed, amount, and size of information)

CONCLUSION:considering the role of language experience in developing students' oral speech competence, the integration of language practice with speech

practice, and the application of speech-oriented principles in the development of oral speech are of significant scientific, theoretical, and practical value in language education. The use of inductive and deductive methods for teaching monologic, dialogic, and polylogic speech to students plays a crucial and highly effective role in enhancing their speaking and listening abilities.

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