

**KIMYO INTERNATIONAL UNIVERSITY
IN TASHKENT BRANCH SAMARKAND****THE CONCEPTUAL FOUNDATIONS OF ENHANCING THE
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ABSTRACT: This article explores the various approaches to cultivating oral speech proficiency, examining its different types and forms, as well as the developmental pathways within the context of foreign language instruction. Speech competence refers to the knowledge that has been transformed into practical skills within a particular activity. This knowledge and skill set, crucial to any activity, inherently includes a component of speech training. In this case, the focus is on learning a foreign language, specifically English. Typically, speech training encompasses linguistic, communicative, and methodological elements.

KEYWORDS: Oral speech proficiency, speech modalities, language training, communicative elements, and teaching methodologies, speech competence, conversation, short texts, oral communication.

Introduction: Speech is a fundamental aspect of societal existence, serving as a vital condition for human cognitive engagement. Through speech, individuals acquire, internalize, and share knowledge. Furthermore, it acts as a powerful tool for

influencing thought, shaping worldviews, establishing behavioral norms, and refining tastes. Ultimately, speech plays a crucial role in the overall development of human personality.

In the realm of education, primary school teachers utilize oral communication in various capacities, including planning, cognitive engagement, and guiding influence. The modern system of teacher training focuses on equipping future educators with the knowledge and skills necessary to enhance the speech activities of young learners. The evolving methods of speech development require teachers to possess more comprehensive knowledge than in previous years. Contemporary speech instruction has been significantly shaped by advances in related fields such as linguistics, psychology, and pedagogy. Theories on speech activity, communication, and developmental learning have deeply influenced teaching methods. There is an ongoing effort to improve primary education in literacy: new curricula are being crafted, and fresh educational materials for literary reading are being introduced. Concurrently, expectations for the content and quality of students' speech continue to rise.

Bilingualism is an essential and natural phenomenon within a multicultural society. In a nation with diverse languages, a common language is necessary for smooth communication and cohesive living. In our country, English is spoken to varying extents by much of the population, and thus, national-English bilingualism has become a central aspect of our educational framework. The task of further developing and refining this bilingualism now falls on the education system, particularly English language and literature teachers. This progress relies heavily on updating curriculum content and teaching methodologies for non-native English learners. At present, significant developments are underway in the fields of linguodidactics and literary criticism, including the establishment of concepts and standards for linguistic and literary education, as well as the theoretical foundations for textbooks on English language and literature aimed at non-English-speaking schools, gymnasiums, and

universities. ¹The introduction of a linguocultural approach to teaching English language and literature to non-native speakers is gaining traction, along with new methods for teaching in primary, secondary, and higher education institutions within national schools. Additionally, the technology for teaching speech activities in English is being continually refined.

However, several critical issues within the modern educational landscape remain unresolved. One such issue is the development of oral speech skills in primary school students during reading lessons, particularly in contexts marked by active bilingualism. This requires reevaluation of its content and methodological application. In the context of national universities, the scope and nature of speech science knowledge and skills are influenced not only by the goals and objectives of the curriculum but also by the specific learning conditions. These conditions include factors such as the national composition, social environment, geographical location (whether urban or rural), and the impact of the native language on English speech. This study delves into the content of teaching coherent English oral speech to students in settings of coordinated and mixed bilingualism. To ensure the effective functioning of these bilingual models, greater emphasis on their semantic foundations is essential. Practically speaking, this means focusing on key speech science concepts such as text, theme, central idea, and logical progression within the text.²

The development of oral communication skills at the university level presents a significant challenge for both students and educators. This issue becomes particularly complex in bilingual contexts, where the intricacies of generating coherent oral speech in a second language come into play. As L.S. Vygotsky noted, "The development of

¹ .Kazartseva O.M. Culture of speech communication: theory and practice of teaching. – M.: Flinta, Nauka, 1999. – 496 p.

² Ladyzhenskaya T.A. Oral speech as a means and subject of learning. – M.: Flinta, Nauka, 1998. – 136 p.

the native language starts with the free, spontaneous use of speech and culminates in the awareness and mastery of its forms." However, the development of a non-native language is often hindered by entrenched "language clichés" and the fear of making mistakes or producing "incorrect" or "awkward" speech. In contemporary academic, pedagogical, and methodological literature, there is a noticeable gap in addressing the methods for developing English oral speech in bilingual reading lessons. While research on teacher professional training is well-developed, with various classifications of essential methodological skills for conducting lessons, the specific skills required for reading instruction remain underexplored. Moreover, there is a lack of comprehensive methodologies or teaching techniques dedicated to fostering English oral speech during reading lessons in bilingual environments.

Observations of the learning process and the teaching practices of students have revealed that the most significant challenges arise when instructing primary school learners in the development of coherent English oral speech during reading lessons. The difficulty in cultivating oral speech among non-native students lies in its unique nature: oral communication is designed for auditory processing, and as spoken language, it inherently involves elements of verbal improvisation (V.G. Kostomarov). In one of its interpretations, the concept of "text" refers to the perceptible aspect of speech, which includes a literary work expressed and captured through linguistic signs. The idea of "text" serves as a central concept around which other related ideas are organized. Standard reading textbooks for elementary education typically present a wide range of texts, with prose texts being especially relevant to this study, as they form the core material for teaching the construction of oral speech utterances. While speech development is traditionally associated with the English language methodology course, its importance extends far beyond that scope, as the ability to speak clearly, competently, and expressively is primarily nurtured through reading lessons. The task of cultivating comprehensive reading and speaking skills can be achieved if students develop professional competencies in fostering English oral speech and are capable of consciously and independently selecting the most effective

methods for engaging with a text. Mastering techniques for developing English oral speech requires an understanding of the artistic nature of language, its multiple meanings, and emotional resonance. Additionally, it is crucial to develop specific methodological skills for speech development, such as the ability to choose appropriate teaching techniques based on the type and style of the text, work on the structure of the material, and conduct stylistic and linguistic analyses, among other competencies.

The absence of methodological literature and guidelines for working with new reading textbooks for English schools in the context of a national university presents a challenge for both teachers and student trainees. The insufficient scientific and practical exploration of developing professional competencies in fostering English oral speech among bilingual students, particularly for future primary school educators, underpins the relevance of this dissertation research topic. Observations have led to the conclusion that it is essential to address the issue of specialized training for university students in the methods of developing English oral speech for bilingual learners during reading lessons. This challenge can be addressed through a structured approach, offering university students a dedicated course, "Development of English Oral Speech for Bilingual Students in Reading Lessons," alongside practical training in English teaching methodologies.

The exploration of how well future primary school teachers are prepared to conduct reading lessons in environments marked by active bilingualism led to the selection of this research topic. The research problem centers on a noticeable conflict in the teaching practice of university students, where new challenges in developing the English oral speech of bilingual students in reading lessons clash with traditional methods used for speech development in national schools. The sources of this contradiction include:

1. The absence of methodological research that addresses the process of training university students in developing the English oral speech of bilingual students, particularly through the use of English school textbooks.
2. The insufficient philological and methodological preparation of university students, which hampers their ability to enhance the English oral speech skills of bilingual learners.

Students and novice teachers frequently face difficulties in cultivating oral English proficiency, especially when it comes to working on coherent speech, its structure, and the figurative and expressive elements of spoken language. These challenges demand that educators possess strong linguistic and literary expertise. Teaching students at national universities how to develop coherent English oral speech for bilingual learners during reading lessons involves the gradual cultivation of key philological and methodological knowledge and skills. These include the ability to identify and trace the development of a work's theme, characterize its main characters, determine the text's style, compose different types of texts, create a text outline, recognize and analyze the visual and expressive elements within a work, and teach students to identify the central idea of a text. Additionally, students must learn how to guide children in outlining their speech, retelling texts clearly and concisely, refining written material, and detecting errors related to linguistic norms and appropriate language usage. The process of enhancing the oral speech skills of bilingual students in reading lessons involves an in-depth study of oral speech as a form of language, along with its unique characteristics, such as spontaneity, improvisation, expressiveness, and coherence. It also encompasses the methodology for constructing oral speech statements based on literary works featured in educational reading materials for English schools. Developing students' abilities to improve the English oral speech of primary schoolchildren in bilingual environments requires training grounded in a methodological framework that combines theoretical knowledge with practical exercises. This framework should enable students to apply their acquired knowledge effectively in the learning process. Teaching university students the methods for

fostering English oral speech in bilingual learners during reading lessons helps develop specialized professional skills. These skills empower teachers to introduce young learners to the cultural nuances of speech and to nurture their emotional development through engagement with works of English literature. In contemporary times, significant emphasis is placed on the communicative education of schoolchildren. Modern approaches to teaching speech have been profoundly shaped by the rapid advancements in related fields such as linguistics, literary criticism, psychology, and pedagogy.

The modern system of professional training for primary school teachers in bilingual environments focuses on equipping future educators with essential knowledge and skills in both English and their native languages. It also emphasizes the importance of literature in learning English, alongside the development of methodological expertise in working with literary texts that aid in fostering English speech among non-native students. A theoretical review of literature from psychology, linguistics, pedagogy, and primary education methods, coupled with experimental findings, led to the following conclusions: Teaching the development of coherent English oral speech involves an initial study of literary texts, their structure, and typology during the preparatory phase (such as in children's literature lessons). This is followed by learning and testing techniques for working with texts in reading lessons within bilingual contexts during the formative stage. Finally, at the control stage, students apply the acquired knowledge and skills in real educational settings. The methodology for fostering English oral speech in bilingual students during reading lessons is grounded in a systematic approach to organizing students' learning activities. This approach entails mastering the techniques for developing oral speech through the acquisition of philological and methodological knowledge, and solidifying them through practical application in the classroom. The most effective approach to training combines both lecture-based and practical materials. Practical sessions focus on honing techniques that develop the oral and speech skills of primary school students. Incorporating laboratory classes into the teaching framework enables the continuous

monitoring and refinement of students' knowledge and abilities. A systematic approach is established by linking philological disciplines with the content of the English language methodology course at national universities, thus defining the overarching patterns and pathways for enhancing English oral speech among non-native students. The issue of cultivating speech skills that enable students to express their thoughts fluently and coherently, both orally and in writing, in response to various communicative situations, has become increasingly significant in modern teaching methods. This is because a child's ability to communicate effectively is crucial for interacting with others, and the success of communication depends on how precisely, concisely, and appropriately a child can convey their ideas in a given context. Mastery of competent, coherent speech also plays a vital role in a primary school student's success across general education subjects, laying the foundation for their future professional achievements. The growing emphasis on mastering the ability to speak correctly is further fueled by the increasing significance of spoken language in the cultural landscape, as the capacity to speak spontaneously and improvise in real-time speech situations is now one of the most highly valued skills.

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