

**THE METHODOLOGY FOR INSTRUCTING FOREIGN
LANGUAGE**

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Annotation: *Successfully teaching foreign monologue speaking in professionally specific contexts hinges on carefully selecting specialized vocabulary tailored to the professional focus of the training. The instructional module for foreign language monologic speaking, coupled with informative reading, constitutes a meticulously designed exercise. This process involves consolidating the acquired information, structuring it into a monologue outline, and independently delivering a monologue based on this framework.*

Key words: *integration processes, connection, knowledge, speaking.*

The integration processes occurring within the European community entail establishing joint ventures, fostering industrial and commercial ties with international partners, and actively participating in scientific and technical exhibitions, industry conferences, and economic forums.

The objective of this research is to formulate a method for teaching foreign language monologic speaking in tandem with informative reading, grounded in scientific principles and validated through practical application. This methodology aims to explore the role and significance of monologic speaking in the context of intercultural professional communication, particularly within the domain of engineering. It is understood that oral communication, encompassing both speaking and listening, serves as a vital mode of interaction wherein participants, as communicative agents, assume specific social roles and functions. Effective interaction among specialists in intercultural professional

communication necessitates a shared foreign language vocabulary, a repertoire of general speech skills, and various interaction functions: informational, emotive-empathic, and interactive/organizational activities conducted through verbal and non-verbal means within the context of speech interactions and actions.

Specifically, the ability to articulate and characterize products, equipment, and convey information about technological processes becomes paramount in advocating for and defending viewpoints. This underscores the significance of training future engineers in monologic foreign language speaking during their university education, preparing them for success in their chosen field. Foreign language speaking encompasses a range of vital characteristics such as objectivity, dialogism, interactivity, focus, independence, and situational conditioning, making it a multifaceted speech activity. Within higher education, teaching monologic speaking as a means of communication in a foreign language is integral to the curriculum of training qualified specialists. This inclusion is not only driven by societal demand but also mandated by program documents. Monologic speaking proficiency is continuously assessed throughout the duration of foreign language study at universities and is a component of international exams, aligning with European language competency standards. In non-linguistic universities, foreign language instruction is tailored to the specific professional activities of future specialists, emphasizing the acquisition of communication skills for engaging and maintaining international contacts within their field. Communication, in its broadest sense, is a nuanced process involving the interaction of individuals, mutual influence, understanding, empathy, and collaboration. Professional communication arises from the exigencies of collaborative labor, rooted in practical activities. It unfolds exclusively within these activities, serving as their foremost facilitator and prerequisite. Intercultural professional communication shares the same foundational needs as native-language professional communication. However, the distinction lies in its reliance on the exigencies of a specialist's foreign language professional pursuits, contingent upon the extent of their involvement in intercultural integration processes. Intercultural professional communication denotes the exchange within

the professional realm among individuals from specific vocations or related fields across linguistic societies. It emerges as a social and individual phenomenon, characterized by its distinct nuances at both the cognitive and linguistic levels. Within intercultural professional communication, language and cultural diversity manifest as subjects engage in information exchange through monologic speech in foreign languages. This process culminates in the creation of comprehensive, logically structured, problem-oriented monologues. The study aims to devise a scientifically validated methodology for teaching monologic speaking in a foreign language, alongside informative reading, focusing on the role of monologic speaking in intercultural professional communication within the engineering domain. [3] It acknowledges that oral communication involves both speaking and listening, wherein individuals assume specific social roles and functions during interaction. Effective intercultural professional communication among specialists relies on shared foreign language proficiency, a repertoire of speech skills, and various interaction functions—informational, emotive-empathic, and interactive/organizational—conducted through verbal and non-verbal means during speech exchanges and activities.

Learning a foreign language can be a rewarding and enriching experience, but it can also be challenging and frustrating. How can you make the most of your time and effort and achieve your language goals? In this article, we will explore some of the best study methods for learning a foreign language, based on research and expert advice. We will cover topics such as setting realistic and specific objectives, choosing the right materials and resources, using a variety of skills and strategies, and reviewing and testing your progress.

1 set smart goals

One of the first steps to learning a foreign language is to set clear and realistic goals for yourself. A useful framework for goal-setting is the SMART acronym, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. For example, instead of saying "I want to learn Spanish", you could say "I want to reach the A2 level of Spanish by the end of the year, by studying for 30 minutes a day,

using an online course and a language exchange partner". This way, you have a more concrete and manageable target, and you can track your progress and motivation more easily.

2 Choose the right materials and resources

Another important factor for learning a foreign language is to choose the right materials and resources that suit your level, interests, and learning style. There are many options available, such as textbooks, podcasts, apps, websites, videos, games, and more. You should look for materials that are engaging, relevant, and appropriate for your goals and needs. For example, if you want to improve your listening skills, you could listen to podcasts or videos that match your level and topic of interest, and use subtitles or transcripts if needed. You should also try to expose yourself to authentic and varied sources of language, such as news, music, movies, or blogs.

3 Use a variety of skills and strategies

Learning a foreign language involves developing four main skills: reading, writing, listening, and speaking. You should try to practice all of them regularly and balance them according to your goals and preferences. For example, if you want to improve your speaking skills, you could join a conversation club, find a language exchange partner, or record yourself speaking and get feedback. You should also use different strategies to enhance your learning, such as repeating, summarizing, paraphrasing, guessing, making connections, asking questions, and taking notes.

4 Review and test yourself

One of the most effective ways to learn a foreign language is to review and test yourself frequently and systematically. This helps you consolidate your memory, identify your strengths and weaknesses, and measure your progress. You can review and test yourself in various ways, such as using flashcards, quizzes, games, or self-assessment tools. You should also review and test yourself at different intervals, such as after a lesson, a week, a month, or a longer period. This helps you avoid forgetting and reinforces your learning.

Of particular significance are the mechanisms of semantic verbal perception and cognition, which underlie the close relationship between informative reading and monologic speaking. This is because both types of speech activity treat the subject as an information unit, presented in the form of thematic or subject-predicate unity. To enable future specialists to effectively perceive and comprehend text information for use in their monologues, qualities such as objectivity, coherence, structuredness, and meaningfulness in semantic visual perception need to be developed. This, in turn, is closely associated with cognitive processes, especially the ability to perform mental operations such as extraction, comparison, structuring, and grouping of information during monologue generation.

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