

DEVELOPING SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES

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Abstract: This article discusses the topic of "Developing speaking skills in teaching foreign languages".

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The results of foreign language teaching are determined primarily through a system of exercises, since the practical goal of foreign language learning, namely the acquisition of all types of speech activity, is achieved through exercises. So what are exercises? Exercises are understood as separate or sequential operations or actions aimed at acquiring a certain activity or improving this activity in educational situations. The requirement for exercises is that they must be adequate, that is, suitable for the skills and abilities being formed.

If the exercises intended for training do not have a speech character, the skills and abilities being formed will not have a communicative character. That is why speech production should be formed only on the basis of speech situations in speech activity. Thus, speech skills and competencies should be formed not in language exercises, but in speech-oriented exercises that reflect this speech, that is, communicative activity or are close to it. In the methodological literature, we can see different classifications of exercises. They are based on different principles. M: According to the principle of communicativeness, we can distinguish three types of exercises:

Exercises intended for speech-oriented training:

a) Phonetic, grammatical and lexical exercises according to language aspects. The most important exercises in the formation of skills are speech-oriented exercises. Real speech exercises help to form speech skills in all types of speech activity. Non-speech exercises are divided into two: Language exercises and pre-speech exercises. Language exercises are divided into aspects and are aimed at studying language phenomena.

M: Forming a whole sentence from fragments (words), constructing a sentence according to the rule, changing the structure of a sentence based on its transformation, etc. Now we will consider exercises aimed at developing language and speech skills. The most common types of exercises are currently the following: Preparatory or training or exercises intended for training. The first include language exercises (lexical, phonetic, grammatical). Their characteristic feature is that they focus not on developing speech skills, but on studying the form of language phenomena. Therefore, they cannot be speech exercises, since they cannot bring the use of language material by students in speech to an automated level. All preparatory exercises aimed at training and automating language units outside of speech activity are called pre-speech exercises. These include exercises based on substitution and imitation. They are divided into pure speech exercises and speech-oriented exercises. They are considered educational speech exercises and exercises focused on aspects (i.e. phonetic, grammatical, lexical).

Pre-speech exercises. Purpose:

- 1) Separate automation of language phenomena outside of speech activity.
- 2) Analytical exercises (receptive, reproductive) consisting of language exercises, which are aimed at constructing sentences in accordance with the intended purpose and rules, analyzing language phenomena, transformation, etc. Exercises that are of the greatest importance in the formation of speech skills are speech-oriented exercises. They are exercises that have an educational character. Such exercises, on the one hand, take into account the specific aspects of the type of speech activity being studied, and on the other hand, the aspects of the language material that are difficult for students. Despite having a communicative orientation, it would be wrong to say that the process of teaching a foreign language is artificially created, so it is based on purely informative motivation. Therefore, it is not correct to call exercises in artificial conditions purely communicative exercises. As a result, some methodologists deny their use in the educational process. The reason is that they are not informative. Others, for a long time, limit themselves to purely verbal exercises, forgetting that they have not only a speech activity, but also an educational and training character.

M: Not only is it a means of teaching reading, but also a means of teaching other types of speech activity (i.e., oral speech and writing). Thus, exercises in the formation of skills can be classified as follows.

Exercises: Non-speech exercises.

Speech exercises.

Pre-speech exercises.

Analytical language exercises Speech-oriented exercises, Pure speech exercises. Phonetic Language exercises that have a slightly speech character Phonetic, Grammatical. Grammatical Lexical Knowing the main methodological requirements for a modern foreign language lesson, the level of foreign language learning of students of a certain class, their attitude to the subject of a foreign language, helps to increase the expected learning efficiency from planning.

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