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TEACHING FOREIGN LANGUAGE SPEAKING

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ABSTRACT

This article outlines to describe speaking as a type of speech activity, taking this type of speech activity today in the process of learning a foreign language, being the main distinguishing features of speaking, naming the varieties of monologue and dialogue, being the importance of supports in teaching foreign languages, justifying the importance of this support for high school students, students non-linguistic universities and being the feature of testing skills and abilities students in this type of speech activity.

KEYWORDS

Characteristics of speaking, structure of speaking, monologue, dialogue, Technology of speaking;

INTRODUCTION

Characteristics of speaking. Speaking, or expressive speech, is a complex multifaceted process that allows oral verbal communication along with listening. [1] The

content of speaking is the expression of thoughts in oral form. Speaking is based on pronunciation lexical, grammatical skills. With the communicative method,

we rely on the scheme "Formation of the skill of developing speech skills", while it is important to understand that the skill is formed in conditions adequate to speech.

The structure of speaking as a type of speech activity. Communication of speaking with listening and other types of speech activity. Consider the external structure of speaking. It consists of the following parts:

② Motivational-incentive: creating an idea for the statement for what (need), why (motive, motivation of the interlocutor) and what to say (goal);

② Analytical-synthetic: at this stage, the preparation of the implementation of the idea of the statement takes place. When speaking in a foreign language, students need to select the words stored in memory (analysis) and include them in a speech whole (synthesis) to implement the plan. In order for words to be stored in memory, it is necessary that they acquire paradigmatic and syntagmatic connections, the more these connections, the higher the "readiness" of the word to be included in speech.

② Paradigmatic connection involves associations when comparing words on various grounds. Syntagmatic connections play a special role for speaking, that is, the combination of a word with other words. During the analysis, units of a foreign language that are ready for use are selected (for example, May I come in, I am on duty ...). The motor plan is triggered,

verbal means are recalled. In synthesis - completion, construction, combination - grammatical structuring of a phrase, which is very difficult when learning a foreign language (for example, the student has the phrase I am a pupil in his head. He needs to be told that we are students. There is a replacement I → we, am → are + the transformation of the plural of the noun pupils is added. He chooses what is at the ready, i.e. am and pupil - interference is turned on);

② Control and executive - external design of the statement and control, the task of which is to signal possible errors and contribute to their correction. This requires a standard, which is formed as a result of language practice.

All of these parts make up the structure of speaking as a type of speech activity. There is a close relationship between speaking and other types of speech activity, primarily listening. Linguistic and psychological studies of speech activity indicate that oral and written forms of communication, with all their inherent features, aren't separate systems, nor are receptive and productive types of communication. If we turn, for example, to the comparative characteristics of listening and speaking, then it should be stated that they are characterized by complex mental activity based on inner speech and the prediction mechanism.

The main difference between these two processes is their final links - encoding of information for speaking

and decoding for listening. The coding process involves mastering the phonological system of the language. Listening that is not supported by speaking can lead to distortion of auditory images and hinder the formation of acoustic-articulator skills.

A brief comparative analysis of the two forms of oral communication testifies not only to the close interaction of listening and speaking, but also to their organic connection with reading and writing. Writing arose on the basis of sounding speech, as a way of fixing the sounds of a language in order to save and subsequently reproduce information. Reading is, as it were, a transitional form from speaking to writing, combining the features of both. Each speech activity is normally provided by the joint work of several analyzers, however, the function of each of them remains strictly differentiated, and the relationship between the analyzers is dynamic, mobile, changing during the transition from one form of speech communication to another. For example, the relationship between auditory and speech-motor analyzers is not absolute, but depends on many factors, primarily the complexity of mental activity, the form of communication (oral or written), the language difficulty of the text, the speech experience of students in their native and foreign languages, etc.

Two forms of speaking, dialogical and monologue speech:

② A monologue is a speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events, etc.

② Dialogue is a form of speech in which there is a direct exchange of statements between two or more persons.

The unit of teaching dialogic speech is dialogic unity (DU - a set of two adjacent statements, replicas, interconnected in content and form). The unit of teaching monologue speech is the super phrasal unity (SFU) - a complex syntactic whole, a segment of speech in the form of a sequence of two or more sentences, united by the common theme into semantic blocks. [2]

The distinction between dialogic and monologue speech is arbitrary, since monologue speech also provides for the presence of a listener and therefore, as it were, is included in dialogic, more precisely, in oral speech communication, which is dialogic in nature. Many scholars believe that dialogue is the most natural form of oral speech. Therefore, in most cases, a strategy has been adopted for teaching oral speech from dialogic to monologue speech. You can consider the dialogue from different points of view, give it a linguistic, psychological and extralinguistic characteristic. The linguistic characteristics of dialogic and monologue speech are especially important.

The content of teaching speaking traditionally, there are three components of the content of teaching speaking: linguistic, psychological and methodological. The linguistic component consists in the reproduction of language and speech units that are acquired in certain educational situations within the framework of specific topics; psychological - in mastering the skills and abilities of expressive speech; methodological - in the ability to use supports, consciously perform the operations necessary for the implementation of speaking, create your own supports for mastering monologue speech.

Supports in teaching speaking. Supports in the development of speaking skills and abilities are linguistic, speech and meaningful. The latter are subdivided into verbal and non-verbal. Their number and choice are determined depending on the specific learning conditions:

- ② age and level of general education of students;
- ② level of language proficiency;

Features of the speech situation;

- ② the nature of the speech task / the degree of understanding of the speech task all participants in the communication;
- ② individual characteristics of the personality of students.

When teaching a monologue statement, they use various types of supports. For example:

- ② visibility (picture, story in pictures, schematic crochet drawing, photograph, poster, filmstrip, real object);
- ② text (of any content, but simple in terms of language, plot, descriptive, informative, which students can present, discuss, etc.);
- ② topic (formulated at various levels of abstraction and relating to different spheres of life and educational activities);
- ② maxim (proverb, aphorism or catch phrase, which can give rise to a monologue composition);
- ② exposition (small material – newspaper a message, a caricature, a theatrical program, an announcement, a micro story, a presentation of different points of view - everything that contains problems, an incentive for discussion, an expression of one's attitude, etc.; [3])

At the initial stage, pictorial supports, it is important that the supports are complex (aimed at both the linguistic form and the content of speech): pictures, series of pictures, videos - to master the skills of using previously learned language material (lexical, grammatical) in independent statements. The sequence of using supports at the younger stage:

- ② subject and visual presentation;
- ② text;
- ② situation;
- ② topic.

This sequence changes to middle and high stages of learning, where it is widely used as a support for development of monologue skills basic scheme (beginning, main part, and conclusion). The subsequent dynamics of the development of monologue skills is in the direction from describing pictures on a topic to building a story on a topic close to the student (my family, my class, gym, etc.).

The text as a constant support in teaching speaking. Of particular note is the importance of such a support as text, when teaching languages training. Working with the text involves performing a series of exercises related to its retelling. Retelling the text on questions, keywords, etc. with expanding the context, replacing situations in the text, inventing the end of the text according to the first part read, etc. develops many qualities of monologue skills. [4]

Work with the text, especially at the stage of improving monologue skills, takes place in creative exercises (discussion of the actions of the characters, a critical assessment of actions and events, etc.). The topic, as a rule, is the final stage of work on improving the monologue statement. Firstly, the text outlines the

speech situation quite fully, and the teacher only needs to use it to generate students' speech statements and partially modify it with the help of speech settings and exercises. Secondly, well-selected texts have a high degree of information content, which means that they predetermine the content value of students' speech utterances and contribute to the realization of educational learning goals.

Thirdly, authentic texts of various genres provide a good linguistic and speech support, a role model, a basis for compiling your own speech statements according to the model.

The value of the supports: they unload memory, help to structure the statement (where to start, what to say next, how to complete the statement), take into account three levels of speech generation (motivational-motivational, analytical-synthetic and executive).

Technology of speaking teaching Goals of teaching speaking. The main goal of teaching speaking is to develop students' ability to carry out oral speech communication in a variety of situations. After graduation, the following requirements are put forward for the level of preparation of graduates in the field of speaking. Graduates should be able to:

- ② engage in dialogue in situations of formal and informal communication in household, socio-cultural

and educational and labor spheres, using argumentation, emotional and evaluative means;

☐ talk, reason in connection with the topic studied, problems of read/listened texts, describe events, state facts, make messages;

☐ create a verbal socio-cultural portrait of their country and countries of the target language.

Conclusion. Factors that determine the success of learning to speak. The success of teaching speaking depends on the individual age characteristics of students, on the linguistic and discursive characteristics of texts, and, finally, on the motivation of students and learning conditions. It is obvious that speaking skills are not formed by themselves; they need to be taught in accordance with the stages described above and using special exercises. An equally important condition for successful learning to speak is the systematic monitoring of the formed skills and abilities of speaking. Methods and forms of control must meet the following requirements:

☐ Perform not only control, but also training function.

☐ Be adequate, that is, aimed at checking one forms of communication.

☐ Be interesting to learners and fit them age features.

☐ Do not require effort to check and process the results.

Graduates of schools with in-depth study of a foreign language should have speech skills that would allow them to communicate in more situations, while inaccuracies are allowed with the use of language means.

Training of graduates of gymnasiums and linguistic lyceums should be distinguished by such a level that would allow them to use the language, taking into account professionally oriented and personal interests. Their statements should be characterized by a variety of language means, the development and validity of judgments. [6]

The following parameters are certain indicators of the level of formation of speaking skills:

- the number of words/phrases in the message;
- the number of simple and complex sentences;
- the number of replicas in the dialogue;
- the ability to behave adequately to the goals and objectives of communication;
- linguistic means used by the speaker (variety, degree of thematic generalization, correctness of use);
- the semantic value of the statement (degree of information content, coherence, deployment, correspondence to the situation).

Speaking skills, which are the object of control at the senior and profile-oriented stage of education:

- to conduct a conversation in connection with the content of what is read, heard;
- make a coherent message (prepared);
- as well as a detailed story with the expression of one's own opinion and the message of a narrative and descriptive character;
- make an unprepared statement on a topic / situation;

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