

# Theoretical Foundations of the Development of Oral Speech Skills of Students

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## ABSTRACT

This article considers the ways of developing oral speech competence, its types and forms of speech and their paths of development in the process of teaching a foreign language. Speech competence is knowledge that has already turned into skills regarding any specific activity, and this knowledge, skills in any activity have an integral component, and requirement of speech training, in our case, we are considering a foreign language, namely English. As a rule, speech training includes linguistic, communicative and methodological components.

**KEYWORDS:** oral speech competence, forms of speech, speech training, communicative component, methodological component

Speech is an integral part of the existence of society. It is a necessary condition for human cognitive activity. Thanks to speech, a person acquires, assimilates and transmits knowledge. In addition, speech is a means of influencing consciousness, worldview, developing norms of behavior and shaping tastes. In general, speech is fundamental in the development of human personality.

In the process of pedagogical activity, a primary school teacher uses oral speech in its planning, cognitive, influencing function. The modern system of professional training for teachers is designed to develop in future teacher's knowledge and skills aimed at improving the speech activity of primary school students. The new level to which the method of speech development has risen requires more knowledge from the future teacher than was the case several years ago. Modern methods of teaching speech have been greatly influenced by the development of individual theories in sciences related to methodology. This is the theory of speech activity in linguistics, the theory of speech communication in psychology, the theory of developmental and advanced learning in pedagogy. Active searches continue in the field of primary literary education: new curricula are being developed, new educational books for literary reading are appearing. Requirements for the content and quality of schoolchildren's speech are increasing.

Bilingualism is a socially natural and necessary phenomenon in a multinational state - without an intermediary language, the normal life of people in a single republic and in the country as a whole, and in all its subjects, is impossible. The entire English population speaks English to one degree or another, therefore there is national-English bilingualism forms the main type of bilingualism in our country. Today the task of its further development and improvement arises, which largely depends on the national school, on teachers of English language and literature, on updating the content and methods of teaching English language and literature to non-English students.

Currently, general problems of linguodidactics and literary criticism, the concept and standards of linguistic and literary education, and the theoretical foundations of textbooks on English language and literature for non-English schools, gymnasiums and universities are being developed. The linguocultural concept of teaching English language and literature to non-English students is being introduced, new approaches to teaching in primary, middle and high schools of national schools, to teaching speech activity in English, and the technology of conducting lessons is being improved. However, a number of key problems of the modern educational process remain unresolved. For example, the content of the development of oral speech of primary school students in reading lessons in a situation of active bilingualism and its methodological implementation require revision.

In relation to a national university, the nature and volume of speech science knowledge, as well as speech science skills depend not only on the goals and objectives, but also largely on the learning conditions. By learning conditions we mean the national composition, social environment, geographical location (urban or rural school), and the peculiarities of the influence of the native language on English speech. This study examines the content of teaching English oral coherent speech to school students in conditions of coordinated and mixed bilingualism. For the productive functioning of these types of bilingualism, increased attention to their semantic bases is necessary. In practical terms, this means the need to pay attention to such speech science concepts as text, topic, main idea, and logical sequence in the text.

The development of oral speech at a university is a difficult problem for both the student and the practicing teacher. This issue reaches its greatest complexity in conditions of bilingualism, which is explained by the specific features of generating a coherent oral speech utterance in a non-native language. If "the development of the native language begins with the free spontaneous use of speech and ends with the awareness of forms and mastery of them" (L.S. Vygotsky), then the development of non-native speech is hampered by established "language clichés", the fear of saying "wrong, ugly."

In modern scientific, pedagogical and methodological literature, the problem of teaching students methods of developing English oral speech during reading lessons in bilingualism is poorly developed. In the studies of didactic scientists, the problem of teacher professional training is developed, various classifications of general methodological skills necessary for conducting any lesson are presented, but the special skills developed in the course of reading methods are not given due attention in these works. There is practically no developed methodology for reading and

teaching techniques for the development of English oral speech in reading lessons in conditions of bilingualism.

Observations of the learning process and teaching practice of students showed that the greatest difficulties for students are caused by teaching primary school students English oral coherent speech in reading lessons. The complexity of the work on the development of oral speech in non-English students is due to its specifics: oral speech is designed for auditory perception, in addition, it is spoken speech, which presupposes the presence of verbal improvisation (V.G. Kostomarov).

Text as a concept in one of its meanings represents "the sensually perceived side of a speech, including a literary work, expressed and fixed through linguistic signs" [2]. The concept of "text" is the main one around which other concepts are grouped. Typical reading textbooks for elementary school present a variety of texts. For our research, the most interesting are prose texts, since they are the main material for teaching the construction of oral speech utterances. Speech development traditionally refers to the English language methodology course, although the significance of work on speech development is much broader, since the formation of the ability to speak beautifully, competently and expressively is developed, first of all, in reading lessons.

The tasks of developing full-fledged reading and speaking skills can be solved if students acquire professional skills in working on the development of English oral speech and can consciously and independently approach the choice of the most appropriate methods of work in the process of reading text. Mastering the methods of developing English oral speech is based on awareness of the artistic word, its polysemy, and special emotionality. In addition, it is necessary to develop the actual methodological skills from work on speech development: the ability to select methodological techniques taking into account the type and style of the text; ability to work on the structure of a work; ability to conduct stylistic and linguistic analyzes and a number of other skills.

The lack of methodological literature and methodological recommendations for working on new reading textbooks for English schools in relation to a national university complicates the work of both the teacher and the student trainee. Insufficient scientific and practical elaboration of the problem of developing professional skills in the development of English oral speech in conditions of bilingualism among future primary school teachers determines the choice of the topic of dissertation research and its relevance. Based on observations, we came to the conclusion that it is necessary to study the problem of special training for university students in working methods for the development of English oral speech of bilingual students in reading lessons. This problem can be solved through systematic training of university students in methods of speech development in the form of a special course "Development of English oral speech of bilingual students in reading lessons" and during practical classes on methods of teaching English.

The study of the state of preparation of a future primary school teacher to conduct reading lessons in conditions of active bilingualism determined the choice of the research problem.

**Statement of the research problem.** In the practice of teaching university students, certain contradictions have arisen between the new tasks of speech development of bilingual students in reading lessons and the old approaches to the methods of working on the development of English oral speech in the conditions of a national school. The reasons for the controversy were:

1. The lack of methodological research revealing the process of teaching university students the development of English oral speech of bilingual students using textbooks for English schools;
2. Insufficient philological and methodological training of university students, which does not allow them to improve the English oral speech of bilingual students.

Quite often, there are difficulties for students and beginning teachers in the development of oral English speech; work on coherent speech utterances, their structure and figurative and expressive means of oral speech is especially difficult, which requires the teacher to have linguistic and literary skills.

Teaching students at national universities how to develop English oral coherent speech for bilingual students in reading lessons involves the gradual formation of the following philological and methodological knowledge and skills: the ability to see the development of the theme of a work; the ability to characterize the main characters of the work; ability to determine text style; ability to compose a certain type of text; ability to draw up a text plan; the ability to see the visual and expressive means used in a work of art and analyze them; the ability to teach children to highlight the main idea of a text; the ability to teach children to draw up a plan for speaking; the ability to teach children to fully and concisely retell a text; the ability to teach children to improve the created text; the ability to find errors in children's speech related to violations of literary norms and the choice of linguistic means. Teaching to improve the oral speech activity of bilingual students in reading lessons involves studying oral speech as one of the forms of language, its specific features (spontaneity, improvisation, expressiveness, consistency), as well as studying the methodology for creating oral speech statements based on the material of fiction presented in educational books on reading for students in English schools.

Formation of students' skills to improve the English oral speech of primary schoolchildren in conditions of bilingualism requires training based on a methodological model, including theoretical training and practical exercises. The methodological model should provide the opportunity to apply the acquired knowledge in the learning process.

Teaching university student's methods of developing the English oral speech of bilingual students in reading lessons forms special professional skills that make it possible to introduce younger schoolchildren to the culture of speech, to cultivate their emotional sphere based on the perception of works of English literature.

In modern conditions, special importance is attached to the communicative education of schoolchildren. Modern methods of teaching speech have been greatly influenced by the rapid development of sciences related to the methodology: linguistics, literary criticism, psychology and pedagogy.

The modern system of professional training for primary school teachers in conditions of bilingualism develops in future teachers knowledge and skills in the field of English and native languages, an understanding of the role of literature in the acquisition of English, methodological skills and skills in working with literary texts that contribute to the development of English speech in non-English students.

Theoretical analysis of works on psychology, linguistics, pedagogy and primary education methods related to the research topic, as well as the results of experimental work, allowed us to come to the following conclusions:

Teaching the skills of forming English oral coherent speech involves studying a literary text, its structure and typology at the preparatory stage (children's literature lessons); studying techniques for working with text in reading lessons in conditions of bilingualism and testing them in conditions close to real ones at the formative stage and applying the acquired knowledge and skills in the conditions of educational activities at the control stage.

The methodology for developing English oral speech in bilingual students in reading lessons is based on a systematic approach to organizing students' educational activities. This approach involves mastering the methodology for developing oral speech skills through the acquisition of philological and methodological knowledge and consolidating them in practical actions in a learning environment.

The most effective form of training is a combination of lecture and practical material. Practical classes involve practicing techniques aimed at developing the oral and speech skills of primary school students. The inclusion of laboratory classes in the teaching system allows for monitoring and adjustment of students' knowledge and skills. A systematic approach is implemented through establishing connections between philological disciplines and the content of the English language methodology course at a national university, which determines the general patterns and directions of development of English oral speech among non-English students.

The problem of developing speech skills in students, allowing them to freely and coherently express their thoughts orally and in writing in accordance with the communication situation, is becoming increasingly relevant in modern methods. This is due to the fact that only a child's developed speech allows him to communicate freely with people around him, and the effectiveness of the communication process depends on how accurately,

concisely and expediently the child can express his thoughts in accordance with a specific speech situation. Possession of competent, coherent speech also contributes to the successful learning of primary school students in general education subjects, and in the future creates the prerequisites for effective professional activity. The desire to master the ability to speak correctly is also due to the increasing role of the spoken word in the cultural life of the country, since the ability to speak without prior preparation, freely improvising in speech situations, has become the most valued at present.

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