

PROBLEMS OF SPEAKING IN FOREIGN LANGUAGES

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ABSTRACT

This article is devoted to the basics of learning to speak a foreign language. At present, it is difficult to overestimate the importance of teaching speech communication, in which speaking plays a primary role. Speaking takes an important place in modern Sample foreign language programs. The purpose of teaching students to speak is to form a foreign language communicative competence in speaking, allowing each of them to carry out foreign language communication in various socially determined speech situations and in accordance with the program requirements.

Keywords: foreign language, communication, speaking, speech communication, communicative competence.

INTRODUCTION

At present, it is difficult to overestimate the importance of teaching speech communication, in which speech plays a primary role. Speaking occupies an important place in modern Foreign Language Model Programs. The goal of teaching students oral speech is the formation of foreign language communicative competence in oral speech, which allows each of them to carry out foreign language communication in various socially determined speech situations and in accordance with the requirements of the program.

MATERIALS AND METHODS

The role of speech should not be underestimated. “We listen to the speaker a hundred times before we read what he wrote. This ability to speak alone is more important than anything else” wrote F.I. Buslaev. These trends are associated with the language training of students of technical universities. Expansion of the student body at the expense of students from remote regions of the republic, where the level of proficiency in the new language is very low, requires the use of new teaching materials that meet the modern level of methodological thought. The priority task of teaching one language as a non-native language at the initial stage of training at a university is the formation of communicative competence in the educational and professional field of activity. [2, p. 21].

The goals of speaking are realized in the process of performing the following tasks by students:

- quickly and correctly navigate the communication environment;
- consistently and logically build the presentation in accordance with the plan;
- find adequate language means of expression;
- use in the statement arguments that correspond to the communicative intentions of the speaker;
- express your thoughts with sufficient completeness;
- express your attitude to the subject of the speech.

In the dictionary of methodological terms of E. G. Azimov and A. N. Shchukin, the following characteristics are given: "... a productive type of speech activity, through which oral speech communication is carried out" [1, p. 49]. According to N.D. Galskova and N.I. Geza, speaking is a form of oral communication through which information is exchanged, carried out through language, contact and mutual understanding are established, and the speaker is influenced in accordance with the communicative intention of the speaker [5, p.190]. From the point of view of E.I. Passova, "speaking is an extremely multidimensional and complex phenomenon," which serves as a means of communication, is one of four types of activity, the result of which is a product-statement [16, p. 6]. IA Zimnaya believes that "... speaking should be considered as the very implementation of communication, as a process of external expression of the way of forming and formulating thoughts through language" [10, p. 69]. Consider the complex structure of a speech act consisting of four phases:

- 1) incentive and motivational;
- 2) 2) analytical and synthetic;
- 3) 3) executive;
- 4) 4) manager [1, p. 59-60].

Any speech intention arises on the basis of a motive, is mediated by a subjective speech code (subject code) and is formalized as a plan or program of speech utterance. This phase represents the origin of oral speech utterance and is a response to some presented stimulus, which creates the basis for speech activity [9, p.28]. The analytical-synthetic phase is responsible for the internal formulation of the speaker's thoughts, i.e. for the choice of linguistic means of implementing the communicative plan. The executive phase is actually the vocalization of the thought, its phonetic and intonational design. A thought formulated in inner speech is clothed in a sound form. The control phase involves comparing the voiced phrase with a certain reference sample for

linguistic and semantic errors that arise during the pronunciation process in external speech, and, if necessary, their possible correction. [13, p. 217-219].

There are two main forms of oral-speech interaction: monologic and dialogical. Each of the forms of spoken language has its own characteristics that must be taken into account in the process of teaching a foreign language. Thus, utterances realized in monological form are usually planned in advance by the speaker, and dialogical speech is controlled by both communication partners. For this reason, the generated monologues are distinguished by their logical construction, semantic completeness, and the dialogues - by discontinuity and reactivity. Let's take a closer look at each form. In Russian linguistics, monologue speech is understood as the speech of an individual person, addressed to an interlocutor or a group of listeners in order to convey information in a more or less detailed form, express their thoughts, intentions, evaluate events and phenomena, influence listeners. Persuading or encouraging them to take action [7 p.183]. The purpose of teaching monologue speech is the formation of monologue skills, i.e. the ability to logically consistently and coherently, fully and correctly in linguistic terms express their thoughts orally (S. F. Shatilov) [3, p. 81]. The content of teaching such types of monologues as narration, description and reasoning includes a system of supports demonstrating the characteristics of these types of monologues in terms of content, structure, lexical and grammatical features. First, these are examples of narrative, descriptive and reasoned texts. Secondly, these are lexical units and syntactic structures characteristic of narration, description and reasoning. There are two ways to develop your speaking skills:

1. From top to bottom
2. Bottom up

RESULTS AND DISCUSSION

The first method involves the development of skills in monologue speech based on the text read. Here the text acts as a role model, which is reproduced in various variations. The second way is associated with the development of monologue speech skills without relying on an expanded text based on the studied vocabulary and learned syntactic structures, which are proposed to be used in the disclosure of the topic. According to M.A. Izmailov, students' monologues can be assessed taking into account the following factors:

- criteria:
- correspondence of the statement to the topic (situation) and the solution of the communicative problem;

- the volume of the application;
 - the rate of speech;
 - a variety of speech images;
 - the degree of coherence, consistency, validity of the presentation;
 - the presence of creative elements in the application;
- lexical and grammatical correctness of students' speech [9, p. 122].

The second stage is a step-by-step drawing up of a dialogue. Its main task is to enhance the ability to establish semantic connections between replicas. When teaching reactive students, they are taught not to repeat the lexical units and structure of the response to a stimulus, but to supplement the reaction with an incentive to continue the conversation. Learning incentives is accompanied by the installation of new interesting information on the message. At the subsequent stages, students' speech activity is modeled on the basis of a teaching speech situation, including such elements as the motive and purpose of speech activity, a description of the communication situation, and communicative characteristics. The third stage is training in standard situations with an exchange of 2-3 replicas from each side. Its task: teaching the use of all four communicative types of utterances - messages, three types of questions, urges, exclamations.

The fourth stage is learning based on situations that encourage detailed dialogue; these situations should be as accurate as possible model of communication, reproducing such conditions of communication of people that cause real motives of speech activity.

CONCLUSION

The fifth stage is teaching speech interaction: students together in pairs solve speech and non-speech problems and group work; the technique of artificially creating information imbalance among students through individual work, different sources are used; this motivates the exchange of information to collect all the data in a common bank to solve the problem.

In conclusion, in order to organize a system of works on teaching oral-monologue speech of students of national groups of technical universities, an attempt was made to divide the educational material of textbooks on mechanics and automotive industry and to identify the typology of scientific presentation presented in the teaching materials for this course at the initial stage of training.

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