



## DEVELOPMENT OF ORAL SPEECH COMPETENCE OF STUDENTS

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### **Abstract**

the article covers the issues of acquiring speaking competence, developing students' skills to participate in oral communication, speaking competences formed by listening comprehension, teaching monological, dialogic and polylogical speech in inductive and deductive ways in the development of oral speech competence. .

### **Key words**

speech competence, conversation, small text, oral speech communication, language exercise, listening comprehension, monologic, dialogic and polylogic speech

**Introduction.** The strengthening of socio-economic and cultural cooperation of countries in the world increased the interest, need and aspirations to learn the language based on a communicative approach. In the educational system of developed countries, special attention is paid to the development of students' speech competence. Especially for the B1 and B2 levels, it has become a priority to acquire the speech competence noted in the content of language teaching, and to develop the skills of students to participate in oral communication.

**Literature analysis.** In the concept of the development of the system of public education of the Republic of Uzbekistan until 2030, "the principles of quality renewal of the continuing education system, training and retraining of professional personnel, improvement of teaching methods, individualization of the educational process step-by-step implementation, introduction of modern information and communication technologies and innovative projects in the field of public education" [1]. Issues of development of speech and spoken communication in Uzbek language teaching methodology Sh. ] and studied in the research of other scientists A language is a set of units prepared by previous generations for all members of a given society, common for all, mandatory for acceptance and use, serving for the purposes of forming and expressing thoughts, as well as the origin of these units. is understood as a set of laws and regulations that determine the interconnection and connection [11].

**Research methodology.** The article covers the issues of acquisition of speech competence, development of pupils' skills of participation in oral communication, speech competences formed by listening comprehension, teaching monological, dialogic and polylogical speech in inductive and deductive methods in the development of oral speech competence.

**Analyzes and results.** Speech is a complex mental process controlled by the activity of the human brain. Sound and literal aspects of speech are called its external (material) side. The inner side is expressed in the symbols of speech, movement, hearing, sight and touch.

The meaning of the term speech refers to the ways of forming and expressing thoughts. And language is a

means of expressing and forming thoughts. Expression of thought is called (re)productive speech activity in psycholinguistics, which includes speaking and written speech activities. Perception of expressed thought (speech and written product) is receptive speech. The speaker and the perceiver are summarized under the single term communicant. The communicator, in turn, is divided into (re)producer (speaker and writer - expresser of opinion) and receivers (perceiver of opinion - listener and reader). Speech is the result of the use of words and phrases by some person for the purpose of a certain communication (message) on the basis of the language ability described above.

When comparing language and speech, it is important to know their following characteristics:

1. Language is a material of communication - speech is a form of communication.
2. The language is created by the people - speech is created by each individual.
3. The life of the language is long, it is related to the life of the people - the life of the speech is short, it exists only when it is spoken. Written speech is an exception.
4. A person can have several languages at the same time. Because it is not directly connected with time and place - the speech of a certain person is only one at a time, it happens at a certain time and place.
5. The volume of language is uncertain - the volume of speech is clear. It can be in the form of dialogue, monologue, polylogue.
6. Language is a stable, static phenomenon - speech is a moving, dynamic phenomenon.

Speech communication is the leader among the activities carried out between people, it satisfies the most important need of people - living in society and considering oneself as an individual. This need is certainly fulfilled through verbal communication. That is why speech communication is very important for everyone. Speech communication is a process unique to humans, and people have a need to communicate with each other during their activities.

Naturally, mutual communication is one of the main reasons for the creation of human society.

The main goal of teaching students the mother tongue is to develop the competence of speech communication or participation in speech communication, observing the pronunciation, grammar, and lexical norms of the language.

It is known that speech communication is an active movement that takes place in the form of monologue (monologue), dialogue (couplet speech) and polylogue (multiple speech). In this case, of course, the extent to which the participants of the dialogue have mastered the mother tongue, which is considered as an internal potential, is important in the emergence of speech communication. The work carried out on the scientific-theoretical issues of the development of students' oral speech competence in the mother tongue classes made it possible to draw conclusions based on the following results:

1. The attention, perception, thinking, language, speech, communication and speech communication environment of students for the implementation of understandable speech communication will give the expected result in teaching the mother tongue.
2. The study of students' speech and ability to communicate showed that their knowledge, skills and competences related to speech communication are not developed to the required level. This, in turn, shows the need to develop the competence of speech communication.
3. Among the information on the culture of speech communication, the requirements of psycholinguistics, such as mutual respect of interlocutors, sincere tone of speech, as an educational unit, have a special place.
4. As a result of comparing and comparing the words used in the process of speech communication in the teaching of the mother tongue, it will be possible to determine the common and special signs characteristic of each of them. As a result of identifying such signs of the word, if the student has complete information about a certain concept, the level of ability to communicate will rise to a higher level.
5. Basic communicative, competence, activity-based principles that should be followed in the teaching of spoken communication are important in the methodology of teaching the mother tongue.

Oral speech, as you know, consists of listening and speaking. Speaking is the process of using lexical, grammatical and pronunciation phenomena of a certain language in order to verbally express an idea. In the process of speaking, an idea is expressed. The intention to express an opinion (internal motivation) is the reason for speaking. Speaking as a type of speech activity is a complex thinking process characterized by its creativity, in which the speaker tries to express his thoughts and feelings with the help of language and extralinguistic means.

In monologic speech, sentences, complex syntactic devices and text are used. Monological speech has a reproductive character, and the teacher determines the speech thinking of students, the formation and content of language construction. In the second stage (reproductive-productive), verbal thinking and independent thinking develop in relation to the opinions expressed. The third stage is considered to be the effective level of monologic speech, it is based on independent opinion, personal and speech experience, expresses one's personal thoughts regarding events and facts. For this, it is appropriate to read and listen to the language material, tell the content of the read text, answer questions about the text, give a title to the text using a picture, and perform other tasks. Expressing the thought in a monologic manner creates a number of difficulties even in the native language. The process of structurally connecting words and phrases is observed in the formation of speaking skills.

Dialogic speech is a process that takes place in the form of direct communication between two persons or interlocutors, that is, a chain of thoughts. Usually, dialogic speech in real life situations is often unprepared. The most important psychological feature of dialogic speech is the need for the teacher to create a lesson plan on the problem and its solution and to announce it to the students. To effectively organize a discussion, the teacher should announce the topic of the discussion in advance and help students find resources. Discussion is organized through dialogue.

Dialogic speech is taught in deductive (from general to specific) and inductive (from specific to general) methods. Dialogue in the deductive method is studied on the basis of an example. In this case, a model dialogic speech is first presented for listening comprehension, then it is memorized, then it is studied part by part with lexical changes, and finally, it is performed independently in a dialogic speech. Dialogic speech also has its own characteristics and certain difficulties. They are as follows:

1. Dialogic speech requires a quick response (reaction).
2. Dialogue is not only a form of communication consisting of questions and answers.
3. Each speaker pursues his own goal.
4. Participants in the dialogue will continue the dialogue if they know each other's conditions and situations.
5. It is difficult for the participants in the dialogue to know the content of the dialogue in advance.
6. One of the participants in the dialogue should lead it.
7. In the dialogue, cutting a sentence, throwing a bite (replica), means, circumstances have an important place [12].

Speaking the content of the text read or listened to (monologue speech) has been one of the main methods when moving to higher grades. Students are required to give short and simple information on the topic lasting 3-5 minutes. This goal is usually achieved by reading or listening to specific texts in textbooks.

Polylog speech is a unique and difficult type of speech, a discussion within a group. At this point, it is used to further increase the activity of listeners and students, to develop their creative abilities. In the process of polylogic speech, each of the group members will have the opportunity to express their opinion on the issue under discussion. The teacher, as the organizer of this process, does not directly interfere in the students' activities. This method is useful when the topic of the lesson is more theoretical, and it is necessary to derive their practical aspects from new ideas[13]. In language education in upper grades, work is carried out on the formation of speaking skills at both stages. Being able to tell the content of the text read or listened to in the 10th grade, and to express one's opinion about it, is considered a program requirement. Prepared speech is practiced more in the initial period, and unprepared speech training exercises are also performed in the final period of working on the topic. At the first stage, the following speaking skills are formed:

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1. Narrating the topics covered without preparation, describing events and incidents, making thoughts and opinions, conducting a conversation with classmates based on the elements of the debate.
2. To express one's opinion regarding the proposed speech situation.
3. To make logically connected comments on the speech topics in the program.
4. Telling and reacting by turning the contents of the texts perceived by reading or listening into sentences.
5. Providing information about scientific-popular or social-political texts based on a specific plan and key words.

Taking into account that the students of the upper class are about to get a ticket to the big life, it is necessary to plan to participate in discussions in professional fields, not only in discussions on scientific-popular or socio-political topics. considered appropriate. The duration of the prepared information may last up to 5 minutes. Student communication is organized as follows:

1. They take part in informative and referential communication about the read or listened text.
2. Group discussions are held in conversations organized for discussing specific information and concluding contracts.

At the first stage, the formation of dialogic speech skills is the fact that the interlocutor clearly knows his speech task, plans the conversation, makes partial changes in the speech plan during the communication process, takes the initiative to speak from the interlocutor; it is manifested in such things as allowing the interlocutor to continue the conversation, reacting in accordance with the opinion of the interlocutor depending on the speech situation, drawing the interlocutor into the speech dialogue. A dialogic speech requires the student to tell the content of the text he listened to or read, express his attitude, and provide sufficient information about it. In addition, it is widely used in practice to be able to interpret the subjects and events shown in audiovisual media, to express an opinion on the topic recommended in the textbook.

The educational material of the second stage consists of texts in monologic and dialogical speech forms, which are more complex in lexical-grammatical terms. At this stage, students work on oral speech, acquire skills such as retelling the content of audio and video images, read or listened texts.

Form and content are perceived as a whole when listening to speech in the native language. In order to learn the content well, students need to master the lexical, grammatical and pronunciation skills of the language. Knowledge of lexis and pronunciation in understanding the text is of particular importance in understanding the general content, and mastering grammar in understanding the content with specific details.

In listening comprehension, the teacher's speech, audio-technical tools - tape recording, radio broadcasting, sound slide film, movie (video) film or its fragment, and television programs serve as the main sources of information acquisition through the auditory sense and analyzer. The formation of the following speech competences in terms of listening comprehension is envisaged:

1. Understanding conversations in daily life, professional and educational situations during spoken communication.
2. To understand small texts related to popular science and country studies.
3. Listen and understand the main content of oral texts within the program.

Listening comprehension is considered as one of the main types of speech activity and is taught in the form of goals and means:

1. When mastering oral communication, i.e. speaking and listening at the same time, interlocutors alternately perform the actions of speaking and listening.
2. Listening comprehension is acquired as a special type of communicative activity, in other words, the information (information) in the speech heard in the style of an oral story, a movie is assimilated.

The success of listening comprehension depends on a number of factors, the most important of which are the individual age characteristics of the listener, the rate of perception, the conditions (speed, amount and size of information, perceptual bases).

**Conclusions.** Taking into account the language experience in the development of students' oral speech

competence, the connection between language practice and speech practice, the use of the principles of speech orientation and the development of oral speech are of important scientific-theoretical and practical importance in language teaching. Inductive and deductive teaching of monologic, dialogic and polylogic speech to students in the development of oral speech competence is extremely effective and plays an important role in the development of their ability to speak and listen.

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