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**TEACHING ORAL SPEECH AT FOREIGN LANGUAGE LESSONS**

Annotation: When teaching oral speech, it is necessary to develop cognitive abilities. Language competence is most often revealed as a set of specific skills that we need for speech contacts and language acquisition as an academic discipline. When we talk about communication, questions naturally arise: what is the reason for our communication, with whom we communicate.

Key words: teaching, oral speech, foreign language.

All our activities contain a motive, purpose, action, and operations. In my article I would like to talk about communication of teachers with pupils in a foreign language in the classroom and during extracurricular activities, communication pupils in the classroom under the guidance of teachers, communication pupils in conducting extra-curricular work in a foreign language. As for actions and operations in any lesson, on the part of the teacher, they are usually aimed at mastering pupils' knowledge, skills and abilities on the subject, and pupils often perform certain actions or tasks without thinking about what their essence or benefits are. In addition, many pupils have problems with academic performance during their teenage years. Often this is not due to the child's performance or intellectual capabilities, but to a sharp drop in interest in learning, a decrease in educational motivation.

My task at all stages of learning English is to support learning motivation: my task is to create a stable motivation for pupils to achieve success, to increase self-esteem. It is necessary to note and encourage the child's slightest success in learning, even minor changes for the better, to justify the assessment in detail, to highlight the criteria of the mark, so that they are clear to pupils, gradually educate the pupil's self-confidence and their abilities, thereby changing his self-esteem. In

my lessons, I pay great attention to the fun of the presentation, the emotionality of my speech, and cognitive games. The teacher should try to come to class only with positive energy, speak kindly, be able to maintain a conversation on topics of interest to pupils, that is, know not only the basics of grammar, phonetics, vocabulary and country studies, but also understand at least a little about modern youth fashion, music, sports, literature, and computer technology.

We teachers must always be close to the pupil, even if we are one step ahead of them. The teacher's speech at the lesson is of great importance, stimulating pupils to learn a foreign language, clearly convincing them of its communicative function. This undoubtedly has a positive effect on the attitude of pupils to the study of this subject, however, only if the teacher fully and correctly uses the opportunities to communicate with pupils in the taught foreign language. In communication between teachers and pupils, it is important that the latter understand speech directly in a foreign language, and for this purpose it is necessary to take into account certain factors. I am sure that communication between teachers and pupils in a foreign language should take place at all stages of the lesson and throughout the entire course of study.

For example, expressions of class usage should be introduced gradually with the mandatory complication of the language of communication as pupils progress in the language being studied, which, unfortunately, is not always observed in teaching practice. When using a new expression that is necessary for conducting a lesson, you need to draw pupils' attention to its form and meaning, without fear of translation. In the future, the teacher uses this expression without translation, first supporting the display, facial expressions, gestures that need to be done.

Then the teacher disables these means of communication, so that understanding is provided only through the sound language. Although facial expressions and gestures play an important role in communication, in this case, these extralinguistic means can negatively affect the development of pupils' understanding of foreign language, since they can displace the language as a signal that carries information, and lead to the fact that communication will be carried out

through these additional means, and not through speech, language. There is no need to translate a request, order, message, etc. into the native language, i.e. use two languages (foreign and native) in communication with pupils in parallel, which is often observed in school practice. If we, the teachers, accompany almost every phrase we say in a foreign language with a translation, we will not develop the ability of pupils to understand foreign language speech and, consequently, to communicate in this language. Knowing that the teacher usually translates what he says in a foreign language, the pupil does not make any effort to understand the teacher's speech, he does not even listen to it, as if it is switched off at the moment of uttering an order, request, message in a foreign language, turning on only when all this is reported in Russian.

Apparently, such a teacher does not believe in the capabilities of their pupils, and this disbelief is transmitted to pupils, they begin to look at a foreign language as a subject of study that has no practical application. The expansion of expressions of class usage should be carried out by including in communication with pupils the language and speech material that they learn, provided by the program and reflected in the educational complex, and by additional material necessary for conducting a lesson in a foreign language, and, therefore, necessary not for one-time use, but for permanent use. Compliance with this rule will allow the teacher to communicate with pupils in a foreign language and thus contribute to better learning it.

Communication in a foreign language between a teacher and pupils during a lesson, as well as when meeting them outside of school hours, can serve as an incentive to increase motivation in learning a foreign language at school. First, communication of pupils in a foreign language in the classroom under the direct supervision of the teacher occurs when studying the topic, when after familiarization with the educational material and training, pupils move to the application of the learned material in listening and speaking, which is stimulated by visual means of visibility. It may be pupils of the surrounding objects or the subject card. The pupil must name the items that are on his desk or that the teacher

shows him. The pupil tells the class what they see (a sentence-level statement). Another pupil characterizes the subject. The third tells us, for example, what this object is used for. The fourth expresses an attitude towards it. At a rapid pace, we can interview pupils, test their ability to construct, and in many cases reproduce the required statements stored in memory. Secondly, the use of educational material in listening and speaking is stimulated by auditory means. It can be performed using sound-reproducing equipment and a teacher's story.

Tasks for pupils when listening direct their attention to the content of the text being listened to. Performing such tasks is associated with the ability of pupils to understand foreign language speech by ear and speak the language being studied, i.e., to accept information, subject it to some processing and transmit the information received in a transformed form. Processing of the received information, of course, will be of an individual nature, since each pupil, to the best of their intellectual abilities and language capabilities, will solve the communicative tasks facing them. Therefore, we can fully talk about communication, about the use of the language being studied for communicative purposes. Many factors have a significant impact on the understanding of the text, such as the nature of the text and the length of the text. Short sentences are preferred in the text: pupils can more easily perceive the structure of the sentence, which is extremely important for understanding. I usually start with a small amount of text and gradually increase the volume of the text offered by ear.

Communication tasks offered to pupils while listening to the text also have a great influence on their understanding of the text, since they may require more or less penetration into the text and, consequently, different depth of understanding. For example, a task: Listen to the text and tell where and when the action takes place does not require pupils to have a deep understanding of the text. When the text is perceived, attention is directed only to determining the place and time of action, the rest may remain out of sight. Messages on a topic can be prepared or not prepared, they can be in the form of a conversation, i.e. interrupted by questions, clarifying remarks, etc. The variety of possible tasks allows you to

involve all pupils in communication in a foreign language, since their implementation may require statements of different complexity—from the most elementary, accessible to weak pupils, to the most complex, which is of interest to a strong pupil. The nature of tasks that encourage pupils to perform communicative acts while working on the text, their number and degree of complexity, of course, will depend on the level of education, language training of pupils, their overall level of development, the text itself, and other factors.

Only a teacher who knows the specific conditions in which training is conducted can find the best option for the task, in which pupils would be interested in working, and everyone could show their individual abilities in the best way.

Pupils studying a foreign language should understand that the basics of the language are studied at school, you can learn to conduct a conversation, read on the topics being studied, but there is no limit to improvement. The development of oral speech and cognitive abilities is also provided by a large number of creative tasks and projects in the classroom. Pupils are willing to draw comics with short comments or come up with captions in English for ready-made drawings. All this allows you to strengthen the team spirit or develop the personality of each pupil.

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