

Tasks Intended to Form Oral Speaking Competence in a Foreign Language

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Abstract

In this article, the types of exercises and tasks designed for the development of oral speech competences and their effective methods are studied in elementary English practical classes. The importance of oral and written speech exercises in foreign language learning is analyzed.

Keywords: elementary levels, oral speech, competence, written exercises, assignment, speech activity.

Introduction: In learning foreign languages, oral and written exercises are performed. Oral exercises are divided into dialogue and monologue exercises and oral lexical, grammatical and pronunciation exercises. Written exercises are devoted to teaching expression of thought in writing (written speech) and writing (writing technique). Reading exercises are aimed at acquiring information and mastering reading techniques by reading graphic text.

It can also be concluded from the above that such phrases as exercise and text, exercise and poem, exercise and letter/sound, exercise and picture are non-methodical concepts, because the second words in the phrases are the material of the exercise, that is, the object of the exercise or is a product.

Such activities can be used freely in the second foreign language. For this reason, in their education, rules are regularly taught, grammar is analyzed, and poems are read expressively.

Material and methods: practice in foreign language teaching is speaking, listening, reading and writing, their product is the acquisition of new information for students and its use in their lives. The learner perceives language units using the sense of hearing, and then expresses it orally using the sense of speech movement. In one of the next lessons, language material acquired orally is recorded, that is, hand and visual senses, as well as analyzers, pass through the stage of writing and reading during their activity. Listening comprehension, speaking, writing, reading, and in the second year of education, teaching first reading and then writing is an example of fully complying with the requirements of the laws of the theory of knowledge. A language unit is a live observation stage of the process of perceiving the sound aspect and verbalizing it. Graphical (in reading) and moral (movement) perception are also included in this stage. After the students have mastered the sound and graphic form of language units and the semantics (meaning) based on them, at the same time, its function (concept side), in the second stage - they move to abstract thinking. For example, in the example of explaining (presenting) the English word - a pen, the mentioned points can be demonstrated practically.

The exercise system is a collection of small systems. They are called by the names of speech activity types (speaking, listening comprehension, reading and writing) and language material (vocabulary, grammar, pronunciation) exercises. In the speech process, there are receptive

lexical, receptive grammatical and reproductive lexical and reproductive grammatical exercises that reflect the work of the senses in the acquisition of language material.

In language teaching, linguists are named as follows: monolingual (owner of one language), bilingual (knowing two languages), trilingual (communicating in three languages) and polyglot (man who knows many languages). Most of the students in Uzbek schools are literate and start learning a foreign language as a third foreign language, that is, Uzbek students have the opportunity to become trilingual.

Types of knowledge of a foreign language are mainly divided into three levels: active, passive and can be mixed. Active knowledge refers to perfect mastery of all types of speech activity as in the native language. Passive knowledge is the ability to understand spoken and written text. Mixed knowledge is the acquisition of part of the language material actively and another part passively in speech.

In psychology, learning foreign languages is the formation of skills and abilities. The term skill can be defined as follows: A skill is an automated component of a consciously performed activity. An automated activity without conscious involvement is defined as a skill. The concept of knowledge refers to mastering vocabulary, grammar and pronunciation in foreign language speech and knowing simple rules related to them.

In the psychology of language teaching, scientific opinions are expressed about the lexical, grammatical and pronunciation skills of speech and speaking, listening comprehension, reading and writing skills. It is also possible to think about language skills (reading, writing, speaking, recognition). The issues of skills and qualifications were carefully studied by Professor Sergey Filipovich Shatilov, one of the Methodists of foreign languages. When learning foreign languages, knowledge about word meaning, combination, grammatical form, etc., is acquired during their use in speech.

It is not recommended to describe and memorize abstract theoretical rules. Thus, knowledge is involved in both language technique and skill structure. Transfer of skills is an urgent problem in foreign language teaching. This scientific concept is studied in psychology and linguistics.

In speech psychology, there is a lot of information about the positive and negative transfer of skills. Language experience can hinder or facilitate a new acquisition phenomenon. Depending on its source, the negative effect (interference) can be manifested in interlinguistic mother tongue, second language, foreign language learning, as well as in the internal foreign language itself. Interference occurs in the study of lexicon, grammar and pronunciation rules of a foreign language, interferes with the understanding of the speech process, and even puts the speakers in a state where they cannot understand each other. It is natural that due to interference, difficulties arise and errors occur.

This part of the content of foreign language teaching is described by different names in educational programs. Expressions such as "Requirements for skills", "Requirements for speech skills" and "Indicators of acquisition of types of speech activities in a foreign language" are known to many. Final (taking into account the period of completion of higher education) or intermediate (separate for each stage) indicators have been developed. Usually, the final and intermediate indicators are given in the broadcast letter (introduction) of the program. Intermediate grades take into account previous grades.

Result and discussion: Indicators of acquisition of speech activities in a foreign language include speaking, listening comprehension, reading and writing. For example, "a school student should learn to listen and understand speech in a foreign language on the basis of language material acquired within the scope of speech topics." It can be seen that the indicator of acquisition of listening comprehension was obtained in general. If a fifth-grade student is in the program material

if it is said that they should be able to understand the target teacher's or announcer's speech and the teacher's instructions related to the conduct of the lesson, an intermediate indicator (for 5th grade) is encountered.

Separate indicators related to two forms of oral speech - monologue and pair speech - are reflected in the curriculum. We observe the same situation in reading. Writing is indicative only in classes where speaking is the educational goal.

The term "qualification" is approached from different perspectives in the foreign language teaching methodology. For example, in education, these concepts are interpreted as "primary competence", "skill" and "qualification". Skills and qualifications are applied in a foreign language methodology.

Below is a more detailed analysis of skills and competencies. One common definition in psychology is that skill is defined as "a conscious, automated action."

The same definition can be found in pedagogy with a different expression: there are views that skill is the conscious and correct application of knowledge in one or another action. Still other authors describe a skill as an automated part of conscious activity formed as a result of repeating one or another mental action many times in the same conditions, and they say that a skill is a method of action of a skill used in a different situation. According to the definition of one of the points of view in psychology and education, competence is a person's ability to consistently and creatively apply acquired knowledge and skills during practical activities.

In conclusion, it can be said that by applying the education about skills and competences to teaching foreign languages, it is possible to call the skill an automated part of speech activity and the concept of lexical, grammatical and pronunciation skills of the types of speech activity. Speech activity itself should be called a skill. Rehearsal begins with the presentation of a language unit and ends with live communication is the only requirement of this particular principle, which represents the learning of language material in speech practice. This topic was considered for the practical purpose of teaching a foreign language.

The problem of the interaction of the main types of speech activity is considered one of the principles. Speaking, listening, reading and writing are integrated. The student can listen and read and understand the units used when speaking, and can also use them in writing. The student can understand the reading language material by listening. It can be seen that language material passes from one type of speech activity to another.

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