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Development of Oral Speech in English Language Lessons

Sadinov Oybek
Karshi State University
English language teaching methodology and practice teacher

Abstract: The problem of teaching students' oral speech at foreign language lessons, which arose under the influence of the "backwash effect" of language tests on the content and form of the lessons of a foreign language educational course, is considered. Under the influence of language tests in the classroom, the practice of performing language tasks in the form of filling out forms of various types has become widespread, while the communicative activity of students has gradually lost its status of significance. As a result, in the classroom, the speaking time of students was noticeably reduced, as a result, the level of oral speech skills decreased, teachers began to pay more and more attention and time to language training, replacing speech competence with a test one.

Keywords: teaching oral speech; oral speech skills; methodological techniques; organizational and pedagogical technologies; speech situation; the cognitive dissonance.

Introduction

It is not difficult to find the reason for the substitution of teaching oral speech for the formation of test competence in students. This phenomenon is called the reverse influence of the content of the language exam on the content of the educational course of a foreign language - the backwash effect. Today we can talk about the clear predominance of blank testing of vocabulary and grammar, as well as reading and listening in foreign language lessons over methodological methods of teaching natural communication. The problem of the authenticity of speech learning turned out to be forgotten - the organization of learning tasks by analogy with the functioning of the oral language in real life circumstances

Main Part

The methodical method of teaching speaking is a complex teaching action of the teacher, organized in accordance with the intermediate goal set at the lesson, meeting the requirements of the principles of the communicative-oriented teaching method and allowing to solve the corresponding task of the lesson with the help of organizational and pedagogical technologies.

The above definition of a methodological technique shows that this complex learning action always corresponds to one of the objectives of the lesson, allows you to solve the set didactic task, includes a certain way of learning and is implemented in the form of the most appropriate sequence of joint actions of the teacher and students - organizational and pedagogical technologies.

Organizational and pedagogical technologies are a description

"step by step" of the process of implementing a methodological technique, which ensures overcoming the cognitive difficulties of students and the most effective achievement of the set learning goal. For example, the methodical technique "description of an image" means that teaching an oral statement is carried out based on a drawing, photograph or diagram. However, to implement this technique, it is not enough to offer students an image and give the task to describe it. It is necessary to perform a certain sequence of learning actions, i.e. to implement organizational and pedagogical technologies.

It is important to first introduce the class to the language tools for solving the speech task. At the same time, it is useful to expand the background knowledge of students necessary so that they can tell what is "hidden behind the scenes". This will allow students to describe the image more fully and supplement externally visible details with interesting details. In order to make speech more organized, it is useful to teach schoolchildren to systematize details, group them according to common features, move from one group of details to another, making the necessary comparisons and generalizations. In addition, students will need the ability to establish causal relationships between actions and phenomena. This means that children can not only describe, but also comment on the image.

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Organizational and pedagogical technologies can be compared with
"Secrets of Yorkshire Pudding". In order for a pudding to meet English standards, it is not enough to combine its traditional ingredients in the right proportion, such as eggs, milk, salt, flour and vegetable oil. It is necessary to strictly follow the recommendations and place the well-whipped dough in the refrigerator for exactly 30 minutes, so as not to disturb the structure of the mixture. Be sure to preheat the oven to 220°C, otherwise the dough will not rise and will burn. It is important to add a spoonful of vegetable oil to each empty pudding mold and heat it in the oven until it begins to smoke. After the oil has smoked, it is supposed to fill each mold with dough, but no more than three-quarters, otherwise it will rise over the edge. Without letting the dough cool for a second, you must immediately return it to the oven so that the pudding retains its shape. Bake Yorkshire pudding for up to 20 minutes and in no case open the oven door until cool. If one of these secrets is broken, Yorkshire pudding will fail. For example, without smoke, pudding will not look like the one that was baked in the old days over a fire under a piece of beef, so that burning meat juice would drip onto the pudding.

Conclusion

The formation of oral speech skills is a task that unexpectedly turned out to be difficult to solve in the conditions of replacing communicatively-oriented teaching of foreign languages with preparation for blank-type language tests. Modern organizational and pedagogical technologies can help in overcoming the difficulties that have arisen. With their help, the processes of thinking and speech are activated, communicative and social skills are formed, horizons are broadened, and the problem of authentic learning to speak a foreign language is solved in terms of expressing thoughts, interpersonal interaction and asserting oneself as a person in communication.

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