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DEVELOPING ORAL SPEECH COMPETENCE OF ACADEMIC LYCEUM STUDENTS IN ENGLISH CLASSES AS AN ACTUAL PEDAGOGICAL ISSUE

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ABOUT ARTICLE

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Abstract: Today, teaching foreign languages is crucial in the current stage of development of academic lyceum students' communicative competence, and reflected in the state educational and educational normative documents. In the conditions of modernization of the educational system, the professional-creative preparation of academic lyceum students is a problem, in the process of developing professional communicative competence, learning and teaching a foreign language takes a leading place. In this case, academic lyceum students need foreign language field texts, necessary information and terms related to their needs, academic mobility of teachers and students, independent use of information provided by foreign authors from various scientific sources and literature, as well as having informative and communicative skills. This article highlights on the development of speech competence of academic lyceum students in English language classes as an actual pedagogical problem.

INTRODUCTION

In the current stage of development of academic lyceum students' communicative competence, teaching foreign languages is reflected in the state educational and educational normative documents. In the conditions of modernization of the educational system, the professional-creative preparation of academic lyceum students is problematic, the increasing role of foreign languages in the process of developing professional communicative competence has determined the relevance and necessity of our scientific research.

We know that the content of foreign language teaching and the process of its implementation are interrelated, and currently, the mechanisms of implementation of these relations in the process of learning a foreign language in the system of secondary special and vocational education are not sufficiently disclosed. This can lead to the use of teaching methods that are not sufficiently compatible with eca, the wrong content of educational materials, the methods of their presentation, and the forms of organizing educational activities.

MATERIALS AND METHODS

In the process of professional communicative training of students of academic lyceum in "Foreign language", the full realization of educational competence depends on several factors [4]:

The content and dynamics of foreign language teaching in academic lyceums, the types of speech activities, and the traditional approaches to foreign language teaching were focused on the development of pedagogical conditions in the organization of this process;

Although positive experience has been gained in teaching students foreign languages in the secondary special vocational education system, however, in terms of the development of professional and sectoral education, the identification of the basic and superior directions of professional education in accordance with the needs of the international and local labor market has not been studied;

The level of theoretical preparation for teaching foreign languages in academic lyceums is insufficient, scientific and academic descriptions of the process of teaching foreign languages are not sufficiently developed;

In academic lyceums, important components of foreign language teaching, such as the experience of learning activities or the educational system, the experience of professional and creative activities, the experience of emotional and value relations, are taken into account. English teachers in academic high schools focus only on the first component. Therefore, teaching methods are not ideal and do not ensure that students fully master the social experience.

Today, there are many ideas and concepts on the problems of teaching foreign languages in secondary vocational education. The teaching camaraderie pact forces English teachers to use their own experience and traditional approaches to foreign language teaching, without taking into account the directions of educational needs, which significantly reduces the level of foreign language preparation of graduate students. The contradiction in learning a foreign language for future young students is the need for a certain level of communicative competence and the lack of a comprehensive system of professional training of future young students and the lack of development of a sufficient professional training system to master the content of foreign language education. In this regard, teaching a foreign language is taking a completely different form, the process of language teaching has expanded. The academic lyceum is a two-year educational institution that provides education in accordance with the state educational standards, taking into account the capabilities and interests of

students, ensuring their rapid intellectual development and receiving deeply branched, differentiated, career-oriented education. The creation of state educational standards and curricula of general education subjects of secondary special, vocational and vocational education was one of the positive actions in the organization of this education. Today, educational programs for secondary special and vocational education have been created in English and other foreign languages. The main tools of foreign language teaching are curriculum and textbooks. Therefore, in the process of research, we started studying the curriculum and textbooks that form the basis of the foreign language teaching process in academic lyceums.

The goals of foreign language (English) education are defined in the curriculum and textbooks as follows:

- teaching speech activity types;
- taking into account the interests and professional aspirations of students, preparing them for oral and written intercultural communication, forming skills and qualifications in this regard, such as being able to read literature in this language;
- to develop language capabilities and speech culture, including the ability to practically use the mother tongue;
- deepening of students' knowledge in the fields of general education and philology, linguistics and country studies;
- to develop important qualities for the profession, such as the development of voluntary attention, logical memory and analytical thinking;
- to expand the general cultural level of students, their knowledge in various fields of knowledge, including specific sciences that are important from the point of view of their professional interests (by reading original texts on socio-humanitarian, natural-mathematical and general technical sciences in foreign languages).

According to the analysis of scientific literature, there are practical, educational, educational and developmental goals of foreign language teaching in academic lyceums are detailed as follows [5].

Practical goals :

- ✓ being able to use language as a means of communication;
- ✓ being able to listen and understand others' opinions;
- ✓ expressing one's opinion orally;
- ✓ being able to read and understand written information;
- ✓ being able to express an opinion in writing.

Educational goals:

- ✓ Teaching about foreign language;

- ✓ phonetic knowledge;
- ✓ lexical knowledge;
- ✓ knowledge of grammar;
- ✓ knowledge of reading techniques;
- ✓ knowledge of writing techniques;
- ✓ strengthening knowledge of the mother tongue.

Educational goals:

- ✓ education of feelings typical of a perfect person;
- ✓ love motherland, ideological maturity, political consciousness,
- ✓ hardworking, enthusiastic, orderly, neat, thrifty;
- ✓ be highly moral, sincere, polite,
- ✓ be honest, who goes beyond his promise.

Development goals:

- ✓ expansion of worldview;
- ✓ teaching analysis, observation, reflection, debate;
- ✓ development of psychological individual characteristics;
- ✓ teach logical, critical thinking, comparison, conclusion and generalization.

The skills, competences and skills are acquired by students from foreign languages in the nine-year school allow to increase the requirements for oral speech and reading in academic lyceums. The practical goals of foreign language education in secondary schools are aimed at developing students' communicative competence. Lyceum students master language material in all types of speech activities in foreign language classes. The reason is that the more analyzers are involved in the acquisition of foreign language units, the stronger their dynamic stereotype is. Paying more attention to one type of speech activity, or neglecting one type, can lead to the development of weak aspects of students' knowledge, skills and abilities in foreign language. In today's modern pedagogical practice, emphasis is placed on teaching through the integration of speech activities (teaching integrated skills). Teaching a speech activity in isolation will never produce the desired result.

RESULTS AND DISCUSSIONS

In the process of education, knowledge, skills and competences are interconnected. But knowledge plays a leading role where students acquire specific skills and competencies based on knowledge. Skills and competencies have commonalities and differences. In general, skills and competences are methods of activity performed on the basis of the acquired knowledge of students, in other words, this knowledge is put into practice. Skills and competencies, in turn, have a positive effect on the process of acquiring knowledge.

Language competence in foreign language teaching methodology is one of the areas that has been studied in detail [1]. The development or acquisition of language competence is required to express an idea in speech or to understand the idea expressed. In modern teaching practice, the concept of language competence is interpreted in two ways: (1) a set of lexical, grammatical, phonetic and other linguistic units; (2) a set of units that are considered foreign language material for students, called the language minimum, selected from the language system based on the educational goals [2].

When talking about language competence, it is necessary to distinguish three methodological concepts from each other; (1) the content of foreign language teaching, (2) language competence within it, and (3) the content of teaching language competence that can be extracted from it. In the development of language competence, there is a question of choosing language events that require special exercises and, therefore, spending the appropriate time and effort.

Language competence, on the one hand, can be said, heard, seen and written with the help of senses, and on the other hand, it can be used and understood perceptually in speech activities. It is known that in the practice of teaching, the minimum of language competences, i.e. the minimum of lexical, grammatical, pronunciation, spelling, word formation, is chosen separately for each stage and organizational part (schools) of English language learning. Although the selection criteria are common, the formed language competences (minimum) differ in terms of quantity and quality.

In the modern foreign language teaching methodology, the development of lexical competence is interpreted as a means of mastering the types of speech activities. It is known that active (reproductive) and passive (receptive) vocabulary is selected depending on the educational conditions in the teaching methodology. Vocabulary that is understood when the student is expressing his opinion and in the speech of others is called active vocabulary. Vocabulary intended for perceptual understanding is a passive lexical minimum.

In the process of teaching English in academic lyceums, the development of pronunciation competence plays an important role in the development of oral speech (speaking and listening comprehension), reading skills. Mastering listening (acoustic), speaking (motor) and meaning (semantics) in teaching pronunciation, that is, mastering pronunciation skills, is one of the important conditions of speech communication. Acquiring the pronunciation skill is understood as a complete linguistic action that ensures the realization of the speech unit through the appropriate sounds [3]. In an academic high school setting, students learn approximate pronunciation in English [2]. According to the idea of approximation, firstly, it is allowed to limit the volume of phonetic material, and secondly, the quality of the pronunciation of some sounds is lower than that of the native speaker. Approximation in pronunciation is determined first of all by the educational environment (artificial environment of English language learning), and in the later processes, pronunciation is more complex than lexis and grammar.

Teaching pronunciation in academic lyceums requires a certain system. Teaching pronunciation is carried out in a communicative direction. We list the tasks of teaching students pronunciation skills: a) developing listening and hearing skills, that is, phonemic listening ability; b) acquisition of pronunciation skills, English articulatory base and intonation methods at the level of automaticity; v) cultivation of internal speech, which is the psychophysiological basis of external speech, and b.

Pronunciation (phonetic) competence in English is developed depending on lexical and grammatical material. It was noted that language material usually consists of active and passive minima. However, it is known in the methodology that the pronunciation minimum has a special feature. Active and passive pronunciation minima are studied at the same time. They are part of complex speech skills and are manifested in speaking and listening comprehension aspects of oral speech. Approximation is allowed in the active minimum of pronunciation, but not in the passive. In the active minimum, work is done on the limited phonetic material, and in the passive, variants of the studied English phonemes are also found.

Speech competence consists of oral and written speech, speaking (monologue, dialogue and polylogue), listening comprehension, reading and writing skills. Speech competence is one of the goals of academic lyceum students' teaching and learning in English - this is communicative competence, which involves the student's participation in oral and written information exchange in speech activity, and the creation of the student's psychophysiological mechanism. At the same time, he acts as a communicator, acting in certain communicative roles (types of communication activities), which allows participation in the exchange of information in a certain language in certain contexts and language forms.

Acquisition of reproductive (speaking, writing) and receptive (listening and reading) types of speech activity in a foreign language are different from each other. In explaining the requirements for speech skills in academic lyceums, first of all, it is necessary to analyze the concepts of knowledge, skill, qualification, ability, ability and competence.

The acquisition of speech skills in the modern foreign language teaching methodology is analyzed according to the data of the theory of speech activity (psycholinguistics). Knowledge is the accumulated experience of people in the process of socio-historical practice. The didactic concept represents a system of information (information) that is in accordance with the purpose of knowledge and education and is integrally related to each other [2]. The scope of the concept of knowledge in the methodology of a foreign language includes mastering vocabulary, grammar and pronunciation in speech and knowing simple rules related to them. In our opinion, the main criterion of knowledge is its direct application to practice. Knowledge is one of the factors that is very necessary for speech activity, which acts as a tool for its improvement.

Another component is speech skills. Skill formation is learning ways and methods of action, knowing how to use them in practice [4]. Skill is different from knowledge. Any skill requires knowledge. However, knowledge is not always related to skill. Knowledge is formed through discussions. These can be mental and physical. For example, a student may know grammar rules and repeat them at any time, but may not be able to use them in practice. Taking this into account, we can call the skill a phenomenon related to practical activity.

So, the acquired knowledge is increased to a skill with the help of practice, and then to the level of competence through constant practice. The formation of skills and competences based on knowledge is one of the most researched areas in science. Knowledge, skills and competence acquire a unique attitude in learning English and reflect the nature of the subject of study. These processes are one of the important factors in the emergence of speech activity. Determining the level of skills and qualifications achieved by students of the academic lyceum and determining the programmatic requirements facing them are important methodological issues.

CONCLUSION

In the methodology of foreign language teaching, speech skills are studied in connection with speaking, listening comprehension, reading and writing activities. The students will have a certain level of English language skills and competencies within two years of study at academic lyceums.

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