



PROFESSIONALLY SIGNIFICANT ASPECTS OF SPEECH SKILLS IN TEACHING A FOREIGN LANGUAGE

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Abstract: In this article we will discuss the professional importance of the speech skills of a foreign language teacher for achieving high results in teaching activities, and also, in contrast to the nature of speech, we will highlight a qualitative measure of the possibilities of implementing a constructive event in a pedagogical situation in which speech skills are characterized by the presence of current uncertainty, when a certain event becomes possible.

Key words: speech skills, expressiveness, reflexivity, dominance, tones, obviously hard work, therefore.

Introduction: Since the educational process is primarily related to the speech-thinking activity of the teacher and students, we R.P. Milrud and L.R. (Milrud R.P., Maksimova I.R. 2000: [1]

We are based on Maksimova's conclusions that "in any situation that requires speech-thinking, three components usually interact: the problem being solved, existing knowledge, research efforts" (Milrud R.P., Maksimova L.R. 2004: [3]

Speaking skills are understood as speech-thinking strategies, tactics and resources that reflect how and to what extent a foreign language teacher can effectively achieve a certain pedagogical goal. Speech skills and speech should be distinguished. The level of speech skills represents the ability to successfully perform a certain effective activity. Since the pedagogical goal is always implemented in a specific educational situation, are the speech skills of a foreign language teacher summarized, it is divided into types.

- didactic speech skills - the ability to learn;
- communicative speech skills - the ability to communicate;
- organizational speech skills to achieve the set goal
- the ability to organize communication and identify common interests;
- empathetic speech skills, the ability to understand and express the students' feelings;
- constructive speech skills, the ability to create or choose an adequate level of circulation of educational information;
- prognostic speech skills - the ability to predict joint constructive (not just probable) outcomes;
- expressive speech skills, foreign language communicative competence
- the ability to teach and educate emotionally and expressively;
- reflexive speech skills in the communication lines of a foreign language lesson
- the ability to perceive and enjoy circulating feedback.

Speech skills are included in the professional aspects of a foreign language teacher and



ensure high results in pedagogical activity. In contrast to the character of speech, speech skills represent a qualitative measure of the possibilities of implementing a constructive event in a pedagogical situation in which there is current uncertainty, that is, a certain event is described as possible. Therefore, the probability of individual-psychological speech abilities is "I can do it", "Alex can read very quickly", "We can support each other if we understand how useful it is", etc. expressed directly by expressions such as Speech skills are probabilistic in nature, that is, they appear when there is an opportunity to change a certain communicative situation. Speech skills are considered to be individual-psychological characteristics of a foreign language teacher; they are closely related to the general orientation of the teacher's personality, the specific features of his perception, as well as the stability of the pedagogue's inclination to constructive reflexive professional activity.

Values as a speech-thinking phenomenon are defined as "an image of an individual that represents what is sacred to him" (Gurevich P.S. 1999: 482).[2] Thus, speech resources are associated with the dominance of one or more reception channels in a foreign language teacher. Since language reflects our way of thinking and perception of reality, a foreign language teacher should be able to express his professional actions in accordance with the work of certain reception channels. Dj. O'Connor and Ya. Based on McDermott's [3] researches, we give examples of the following groups of considerations related to the priority speech ability in the perception and processing of information by a person in a professional context:

Audible Words and Phrases: I can hear what you're trying to say. I don't understand what you mean. Using the article here unfamiliar. You read monotonously. You can hear different tones in this story. Quasi-situations: Visual words and phrases: I see what you mean..

Your point is unclear to me. You used the article elsewhere. Your message is many-sided. Isn't the fable many-coloured. Audial Words and Phrases: I can hear what you are saying. I can't hear what you're trying to say. This here the use of the article sounds different. Some new senses are felt in this fable. Put yourself together in this situation Perception channel or several

It clearly reflects how we think. This is a manifestation of the individual psychological characteristics of a foreign language teacher. Speech skills are "tuned" to the language of representational systems and are considered a powerful means of communication. In the process of teaching a foreign language, it is useful for the teacher to know how his students are used to expressing their thoughts in their native language. In general, these are specific spoken words that can be attributed to a particular sensory system directly related to the conceptual experience of the learner, and it is a very delicate and painstaking process of understanding phrases.

In foreign language teaching, in order to allow the teacher to see what he means to the students, to hear what the students say, and also to allow the kinesthetic-oriented students to feel the main idea, the question in the structure of speech competence Visual, auditory, kinesthetic, etc. of words and expressions. can use the complex. (Verbitsky A. A.2011:67) [4] Activation of speech skills, in particular, according to the type of representative system, allows the foreign language teacher to establish contact with the internal subjective experience of students. This is an important position to approach the integration of sensory experiences with students' skills and values creates an opportunity.

We repeat and conclude that the foreign language teacher's speech skills are the perspective of successful joint activity with students. Under equal external conditions, teachers teach students knowledge, skills and ko'nikmalarni turli darajadagi samaradorlik bilan uzatadilar. For successful transmission, a certain adequate method is required, which is also determined by the level of readiness of students to reflect and absorb incoming educational information. Consequently, all types of speaking ability are brought to a common sign, such as intelligence and acumen to establish a feedback channel in professional communication with students.

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