

Formation of written speech in foreign language lessons

Nosirova Dilfuza Mustafoyevna¹

¹*Master's A teacher of the Department of "Foreign language in humanities" Bukhara state university, Uzbekistan*

Email: nosirova_d@umail.uz

ABSTRACT

When it comes to the formation and development of oral language skills in elementary school age students, first of all, it is necessary to focus on the activities of speech, the formation of human speech and the formation of speech in students. The main function of language is to communicate with people. Throughout his or her life, a person has been developing speech. The psychological and methodological literature contains a number of concepts and numerous scientific articles on the formation and development of human speech.

Keywords: speech, foreign language, outlook, speech environment, audio-visual, psychotherapist, lexical and grammatical material, vocabulary.

1. INTRODUCTION

Analysis of speech patterns and speech activity is not part of this course work, we prefer to give more information to younger children and to their speech requirements. From childhood, people need to speak. The need for self-expression grows as the child grows, and he begins to use more and more complex phrases in his speech. This means that a child's language proficiency is based on speech activity. Therefore, the formation and development of foreign language skills in young children should also be viewed as speech. Of course, there are some differences and differences between the native language and the foreign language. For example, young learners who have begun to learn a foreign language have a mechanism in which they can express themselves in their native language. That is why the school places much emphasis on developing native language skills. As for the teaching of a foreign language, first of all, it is necessary to develop a speech mechanism based on the formation of speech skills (here we are talking about the formation of a foreign language speech mechanism) and to develop a language skills that you have to go. However, what is common to both languages is the need for communication. It is well known that speech is based on certain characters, words, phrases and speech constructions that are different in different languages. Therefore, the language environment plays a huge role in the development of speech. In addition to mastering verbal communication in the process of speaking, children also increase their level of knowledge. In other words, their worldview grows in the process of speaking. This means that students need to be able to develop their speaking skills, as well as the need for a language environment, as well as a clear language that encourages them to develop a worldview. Consequently, speaking in a foreign language also requires the choice of language units and subject matter based on the characteristics of the students, their interests, the need to expand their world outlook and the need for their upbringing. Another important factor in developing students' oral speech is the development of speaking skills. As you know, speech skills are formed by repeated speech actions. To do this, you need to create a certain speech environment and repeat the words and phrases you learn many times.

2. LITERATURE REVIEW

The psychological and methodological literature contains a number of concepts and numerous scientific articles on the formation and development of human speech. This issue is particularly relevant to the works of P.Ya. Galperin, Jinkin N. I., Leontev A. A., Zimnyaya I. A. and other famous scientists.

Among them A.A. Leontev and I.A. Zimnyaya's works are worth for highlighting. Because in their writings the stages of speech formation are analyzed from a scientific point of view, they are linked to foreign language teaching and serve as the basis for a foreign language teaching method. Because analysis of speech patterns and speech activity is not part of this course work, we prefer to give more information to younger children and to their speech requirements. Currently, a lot of work is being done not only to teach foreign languages, but also to discover and test new methods of teaching and learning in all subjects. This is one of the most important issues that need to be addressed in order to improve the educational process. If previously foreign language teaching was considered to be a learning of the language system, the most important thing in recent years has been to give these students a foreign language. It is worth noting that these foreign language learning goals are not related to themselves or others, but to the social development of linguistics and psychology. For example, let's take an Audiolingual method. The emergence of this method was influenced by changes in linguistics, that is, structural flow. It includes:

- ✚ Learning a foreign language must begin with oral language first;
- ✚ Language learning is based on various structures and patterns of speech;
- ✚ Exercises also require language-based exercises that require repeated repetition of language material;
- ✚ The choice of grammar and vocabulary should depend on the results of the comparison of the native language with the foreign language.
- ✚ Pronunciation requires great attention.

The main disadvantage of this technique is the large number of mechanical exercises and the lack of genuine speech exercises. The founders of this method are the Methodist scholars Ch.Friz and R.Lado. For example: Chr. Friz: The basic content of the initial stage is that it should be structured. It is also desirable that grammar is built on skills. According to P. Friz and R. Lado, readers should first remember the totality of structures used in oral speech. Later on, these structures are required to form new discourses, such as skills and skills. This is done with exercise exercises. Later, a new method began to emerge in the West. It was an audio-visual method. Its founders are P. Guberin of the Methodist Yugoslavia and Pierre Rivon of France, Gugenheim and others. This method is based on quick remembering by listening and viewing the language (language material). The main benefit of this method is that it requires learning the language of the language in the context of life. Language learning is primarily based on seeing, listening, and understanding. According to the authors of this method, it aims to study topics that are most common in everyday life (such as apartments, home appliances, commerce, etc.). Their development is mainly based on sensory perception and extensive use of techniques. Much work has been done in our country and abroad on the issue of intensifying foreign language teaching. This led to the emergence of new intensive methods. Intensive learning is the first word that teaches students how to speak, or to speak, in a short time. This is mainly based on the students' internal psychological capabilities and memory. This means that the following two characteristics of intensive (or intensive) training are: Organize a certain amount of training material in a short period of time and, accordingly, engage in foreign language activities; Maximize the use of all the resources (psychological capabilities) of personal memory, that is, to increase students' activity. In recent years, there is an urgent need to do more to enhance student engagement in the classroom. One of the most important tasks is to create a dialogue environment for students to use their internal memories to increase their activity in the classroom.

3. CONCLUSION

Therefore, at this stage it is necessary to make the most of the speech activities. Examples: the impact of oral speech (without translation), the impact of reading on speech, the impact of writing on speech, etc. Reading serves as a backbone for writing and speaking. There is an increasing awareness of language learning. For example, students of grades IV-V have a strong desire to imitate, while the students of grades VI-VII have a conscious attitude to learning. Therefore, the methodological requirements for the lesson organization must be strict. To do this, it must be fun and appropriate for children. The organization of the study of the language material must be based on a conscious, independent foundation that is appropriate for the young age of the students.

REFERENCES

1. J. Jalolov. Methodology of English Teaching, Publishing House. Tashkent.
2. To the question of the history of the development of intensive foreign methods. Methods of intensive teaching of foreign languages. Ed. Moscow State Pedagogical Institute, Higher School 3, 1977
3. G. Lozanov The essence of history and the experimental prospects of the pedagogic system in teaching foreign languages. Ed. Moscow State Pedagogical Institute, Higher School 3, 1977
4. G.A. Kitaygorodskaya. Methods of intensive teaching of foreign languages. Moscow, Higher School
5. Methods of teaching foreign languages abroad. Moscow, "Progress" 1967.
6. A. A. Mirolyubov "Issues of teaching Russian to foreigners at the initial stage". Moscow 1976.
7. Akhmedova Mehrinigor, Baqoyeva Muhabbat. Analysis of "Spirituality" Category and its Structure in the English Language. International Journal of Innovative Technology and Exploring Engineering (IJITEE) ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019
8. Kholikova Nozima Nematilloevna, Saidov Khayrulla Shavkatovich. Observation and Analysis of the Peculiarities of English and Uzbek Detective Genre (in the Examples of J.H.Chase's Works. International Journal of Innovative Technology and Exploring Engineering (IJITEE) ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019
9. Kadirova N. S, Akhmedova Sh.N. Style and skill: critic's artistic ability. International Journal of Innovative Technology and Exploring Engineering (IJITEE) ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019
10. Zarnigor Sohibova, Dilrabo Quvvatova. Symbolic description of the year seasons in Uzbek poetry. International Journal of Innovative Technology and Exploring Engineering. Volume-8 Issue-9S3, July 2019. 363-367-b. (ISSN: 2278-3075 Website:www.ijitee.org)
11. G.M. Weiser "Development of spoken language in English" Moscow 1963.
12. S. Folomkina "English textbook for 5 classes." Moscow 1968.