

DEVELOPMENT OF STUDENT'S ORAL ACTIVITY WHILE LEARNING THE SECOND LANGUAGE

Akhmedov Bakhodir Yakhshimurodovich

Associate Professor of the Bukhara Regional Center for Retraining and Advanced Training
of Public Education, Candidate of Pedagogical Sciences.

Tel: +998905140101, akhmedov.b51@mail.ru

Hamidova Iroda Olimovna

A student of English literature faculty, Bukhara State University

Tel: +998907111132, hamidovairoda40@gmail.com

Abstract

This article focuses on the problem of developing oral activity of students in learning the second language. The authors noted that such obligatory subjects as Russian and English language for bachelor course and professional foreign language for master course occupy a special place in modern higher education. These subjects are aimed to make the educational process not only effective, but also engaging for students and to make them the main characters of this process. The exercises are effective mostly due to the raise of motivation, interest to the subjects, which are an important part of educational process.

Keywords: foreign language, situation, motivation, oral activity, system of exercises.

Introduction

The problem of the linguodidactic foundations of the formation of the speech skills of student athletes is relevant and in demand today.

In modern society, there is a tendency to strengthen the role of a foreign language like Russian and English in all spheres of human life, which requires a new approach to teaching foreign languages, the essence of which is not only the methodology of teaching individual language aspects, but also the formation of a new worldview.

Under the influence of the scientific and technological revolution, modern social development strengthens social needs for interlanguage communication, stimulates the need for mastering foreign languages as a means of communication.

According to researchers, while studying at a university, a student has to process many texts of different styles and genres, the production (creation) of texts takes a significant place in the educational activity. An educational native speaker (volunteer) must be able to change communicative roles, use various expressive means in accordance with the средства

Currently, a foreign language is a discipline that is in high demand and is developing: the number of students in the "Physical Culture" direction who are interested in learning

languages is increasing, new approaches to learning are being developed that are being actively introduced into the educational process.

Learning a foreign language is designed to form a person who is able and willing to participate in intercultural communication. The focus of our attention is on the means of forming the skills of speech activity in the English language classes. However, at present, one can state a decrease in students' motivation to learn a foreign language. That is why the formation of positive motivation should be considered by the teacher as a special task. As a rule, motives are associated with the cognitive interests of students, the need to acquire new knowledge, skills, and abilities. But the first and natural need of students in studying a foreign language is communication. To organize a favorable climate, orienting students towards communication, it is necessary to choose such forms of classes that will stimulate their activities.

Literature review

In various works on the theory, methods of training and education, researchers and methodologists give different interpretations of the linguodidactic foundations of the formation of speech activity skills in Russian and English classes. There are many problems and disadvantages in this issue.

We agree with the opinion of the Russian researcher L.L. It's unloving that "language is interpreted in a broad sense as a means of communication of people, a weapon of formation and expression of thoughts and feelings, a means of assimilation and transmission of information. In order to effectively influence the senses and the mind, the native speaker of this language must have a good command of it, i.e. have a speech culture. Speech activity is a system of skills of a creative nature, directed and dedicated to solving communicative problems".

"There is only a system of speech actions that are part of any activity - entirely theoretical, intellectual or partially practical." According to this point of view, speech activity is a process of active, purposeful learning of a language and communication, driven by a situation, of people interacting with each other. Consequently, the training of speech activity in a foreign language should be carried out from the position of forming an independent, determined by the fullness of its characteristics, activities. Speech activity is implemented in such forms as:

1. Listening.
2. A letter.
3. Reading.
4. Speaking.

These types of speech activity are considered as the main forms of human interaction in the process of verbal communication.

Speech activity is one of the types of human activity understood by methodologists as “an active, focused, mediated by the language system and due to the situation of communication process of transmitting and receiving messages”.

So, for starters, let's try to define the word “speaking”. There are many definitions, and all of them are considered correct and suitable.

Analysis

Speaking is a type of speech activity that is realized when a speaker needs a speech effect on the interlocutor. The speaking process is influenced by various factors, including: the purpose for which the speech action is performed; topic of communication; time and place of communication; relations between interlocutors (neutral, official, friendly, advice, consent); the socio-communicative role of partners (student and teacher, boss and subordinate, fellow students).

The work of teaching oral speech is built taking into account the fact that real communication can be carried out in the form of dialogue and monologue.

According to Russian researchers L.S. Kryuchkova, N.V. Moshchinskaya, teaching speaking includes three components:

- 1) Introduction into the memory of students of language material;
- 2) The development of skills to operate with this material;
- 3) The development of skills in the use of speech for real communicative purposes

Productive types of speech activity include speaking and writing, and receptive ones include listening and reading. Speaking and writing play an active role in the process of communication, they are aimed at generating speech, and therefore they are referred to as productive types of speech activity.

Listening and reading -this type of speech activity, which is aimed at the perception, reception of information and its subsequent processing, so they are referred to as receptive types of speech activity.

Reading is a receptive type of speech activity, because It relies on the perception of graphic language signs. Reading is not only perception, but also the process of extracting information. The value of reading in human life is extremely great, it is through reading that we receive a large amount of information necessary for us. The

In addition, as shown by the practice of teaching, as a result of the exercise system, students master the communicative ability to manage dialogic communication, which contributes to the development of initiative of students, as well as the development and improvement of oral skills

According to K.S. Krichevsky, the inclusion in the target setting of teaching foreign languages the expansion of their general horizons will also lead to increased interest in the studied foreign language and persistent motivation.

The methodology of teaching Russian is presented by thematic tasks, including text Joints, pre-text and post-text exercises and tasks focused on the study of language and culture.

Discussion

One of the main tasks of teaching foreign language speech is the development of speaking skills. But mastering this type of speech activity is fraught with difficulties. To create a motivation for communication in Russian, it is necessary to use the situation, that is, the circumstances in which the speaker is placed, which causes him to speak. The technique for applying this method was as follows:

Exercise for developing speaking and listening: Situational teaching.

You were at the sportswear shop and lost your purse. You think another person took it. Think about your story. The other student in the group is a policewoman. Tell her exactly what happened.

The first exercise.

Students sit round facing the class, with her face to the board. One student goes out front board. Teacher writes a word on the board and students must define the word or give examples of its use - without saying the actual words itself. As soon as he guesses the word the teacher writes another word up and so until a time limit. For example: Sport Hall

Students: You train there. There is a bigroom. Sportsmen come every day there.

The second exercise.

You go to foreign country to participate the World Championship. Make the dialogue. Ask something and tell about yourself.

- Excuse me, where is the nearest supermarket? - It's not far. It's in the corner.

- Can I get by bus? - No, you can go on foot.

- Can I buy a battery to my phone? - Yes, of course.

- How much does it cost? - It's about 2 dollars

- Thank you. - You are welcome.

Let me introduce myself. I am Iroda. I'm from Uzbekistan. My nationality is Uzbek. My sport is a track and field. I train 5 times a week. I will take part in the World Championship.

The third exercise «Describe the famous people».

Teacher fixes photos of famous people on the board. The students circulate around the auditorium, take a desired photos of famous people and make up the sentence using the adjectives on the board. Students can begin the sentence with «I think». For example: I think, Shakhram Giyasov is hardworking and responsible.

Conclusion

Consequently, the complex of purposeful educational actions developing the skills of speech activity should include both preparatory and developmental exercises. Such exercises require certain intellectual efforts from students to form speech skills among student athletes. Such situations and exercises confirm the real possibility of mastering the Russian and English languages even for a short period of study.

Our approach, such as the formation of the speech practice skills of student athletes for their future professional activities, will not only increase motivation, but also intensify the process of their preparation and help students feel more confident in everyday life.

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