



THE PROBLEM OF THE DEVELOPMENT OF SPEECH SKILLS IN THE RESEARCH OF DOMESTIC AND FOREIGN SCIENTISTS

Ахмадова Карима Шавкат кизи

Магистрант Ташкентского государственного

Университета Востоковедения

+998889341431

Abstract:

This article examines such concepts as "speech skills" and "speech skills", examines the works of domestic and foreign scientists. Particular attention is paid to the identification of semantic differences between the concepts of "speech skills" and "speech concepts".

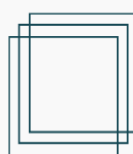
Keywords: speech activity, speech skills, speech skills, formation, development, awareness.

It is well known that teaching a foreign language is, first of all, learning to operate in that language. This activity in communication manifests itself as a speech activity that serves for communicative communication. Speech activity involves not only the perception and expression of information, but also the understanding of someone else's speech. From this it should be concluded that speech activity means speaking, writing, reading and listening.

Speaking about teaching a foreign language as a process of developing speech skills and abilities, it is necessary to understand exactly what a speech skill is and what a speech skill is, what skills and abilities serve speech activity and, therefore, are objects of learning or development. In many works, it was revealed that when teaching a foreign language, special attention should be paid to the formation and development of speech skills and abilities. For example, according to Demina N.A., when teaching Chinese at the initial stage, the main object is not knowledge of vocabulary and grammar, but the skills and abilities of students.

In the course of the study, it was revealed that the concepts of "speech skills" and "speech skills" were widely studied in science, both domestic and foreign scientists in their works gave interpretations of these concepts.

One of the Soviet scientists Passov E.I. in his work "Fundamentals of Communicative Theory and Technology of Foreign Language Education", he gave the following interpretation: "Skill is the ability to perform a relatively independent action in the system of conscious activity, which, due to the presence of a full range of qualities, has become one of the conditions for performing this activity." Naturally, the skill has much in common with skills, but it is still an independent phenomenon.



Speech skill, according to the definition of E. I. Passov, There is the ability to control speech activity in the context of solving communicative problems of communication. In the methodology, there are four main types of speech skills: 1) the ability to speak (express your thoughts orally; 2) the ability to write (express your thoughts in writing; 3) the ability to listen (understand speech in sound expression; 4) the ability to read (understand speech in its graphic expression. Each skill consists of "their" skills.

According to E. I. Passov, if a person does not have the necessary vocabulary and does not know how to use it correctly, does not know how to compose several phrases correctly, does not know how to pronounce a word so that it sounds right, that is, lexical, grammatical, pronunciation skills must be formed for the formation of speech skills. Based on the opinion of E.I. Passov, it can be concluded that primary skills are used for the formation of speech skills, and the speech skills themselves serve as the foundation for the formation of speech skills. In other words, this is a kind of chain of actions by which speech skills and abilities are formed and developed:

Primary → Skill → Skills

Another scientist, R.K. Minyar-Beloruhev, defines a skill as "the ability to perform an action in an automated way." In his opinion, one should not confuse skill from surgery. A skill is not an automated action, but the ability to perform an action in an automated way. As for the skill, R.K. Minyar-Beloruhev, unlike E.I. Passov (who believed that consciousness is inherent in skills), believes that consciousness should be included in the quality of a skill, not a skill.

In this table, we present the qualities inherent in the skill and ability identified by E.I. Passov and R.K. Minyar-Beloruhev:

Skill qualities:

Passov E.I.	R.K.Minyar-Beloruhev
1. Automation	1. Fertility
2. stability	2. stability
3. flexibility	3. independence
4. consciousness	4. conditionality

Each scientist gave explanations for each selected qualities, in our opinion, each scientist, based on different angles of science, identified these properties.

Qualities of skill:

Passov E.I.	R.K.Minyar-Beloruhev
1. Focus	1. Awareness
2. Dynamic	2. independence
3. productivity	3. productivity
4. Integration	4. dynamism
5. independence	



From this comparison, it should be concluded that, according to E.I. Passov, speech skills are characterized by the quality of awareness, but at the same time, R.K. Minyar-Beloruhev refers this quality to skills. So, considering the definition of E.I. Passov, we can say that a skill is a relatively independent activity, which has become such due to the totality of those qualities that are one of the conditions for performing this activity. Along with E.I. Passov and R.K. Minyar-Beloruhev, in science, the concepts of skills and abilities were studied by S.F. Shatilov, a prominent scientist in linguistics, who in the process of forming skills and abilities identifies the following stages: 1) indicative and preparatory: students get acquainted with a new linguistic phenomenon and perform primary speech or language operations according to a sample, 2) a stereotyping situational stage at which the automation of the permanent components of speech action begins in identical or similar situations in which the trained language phenomena remain without significant changes; 3) variable-situational, when there is a further automation of speech operations and the formation of skill flexibility by performing actions in variable speech situations.

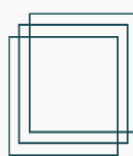
In many works of domestic scientists, it was revealed that when teaching a foreign language, attention should be paid to the formation of speech skills. For example, V.B. Belyaev believes that true mastery of a foreign language is characterized by speech skills based not on knowledge, but on skills. He also believed that skills could only be developed through practice, but they should be developed on the basis of prior awareness.

It should be emphasized that the concepts of speech skills and abilities have been studied by Uzbek linguists and methodologists. One of the brightest methodologists of our Republic, Jalolov Zh., in his work "Chet tili ukitish metodikasi" gave a specific description of the concepts of skill and ability. In his opinion, a skill is a conscious and correct application of knowledge in a particular case. Skill is a skill used in a particular situation.

Another methodologist Nazarova S.A. In his textbook, based on the work of Soviet and Chinese scientists, he gives his definition of the concepts of "skill" and "competence". The paper says that competence is a body of knowledge that includes both skills and abilities.

According to Nurullaeva M.Z. The role of psychology in the development of speech skills is very large. In the development of oral speech, psychological processes, motives and situational processes play a supporting role in a sense. An important psychological factor in the development of speech skills in a foreign language is the presence of intrinsic motivation. In the course of any conversation, communication with a specific purpose, attention is paid to motives, beliefs and desires.

It should be noted that, together with Soviet and Uzbek scientists, Chinese scientists were also engaged in the study of these concepts.



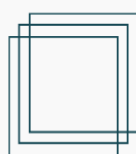
However, most of the works were devoted to the study of the development of language skills, namely, works were made that consider the development of speech or the development of preliminary language skills. Perhaps this is due to the fact that the concepts of "speech skills" and "speech skills" have recently appeared in the Chinese methodology and its main provisions and ideas are not Developed. For example, in the work of Hao Yong, which was published in the last decade, the author specifically emphasizes that mastering language skills and mastering speech skills are two different things. It also divides speech skills into sub-skills and micro-skills. Hao Yun divides the acquisition of a foreign language into 3 stages:

1. stage of awareness, the concept of text (领会式 (Lǐnghuì shì) - model of understanding)
2. этап автоматизации (multiplexed 复运用式 (Fù yòng shì) - навыки)
3. активное овладение (利用式 (Lìyòng shì) - умение)

In the work of another Chinese scientist, Jian Jinxin, "On the Study of English Speech Skills of Junior High School Students," speech skills are divided into 4 types: reading, listening, speaking and writing. These skills are developed and developed through practice and repetition. The formation of speech skills in a foreign language, especially in primary school, is a complex process, since the skills of the native language themselves have not yet been fully developed. The author believes, Skills are developed and developed in 3 stages: comprehension, repetition and flexible use. As well as V.B. Belyaev and Vygotsky L.S. Jian Jinxin points out that mastering a foreign language begins with awareness and intentionality.

Zhong Ke in his work "Analysis of the Discourse in the Classroom of Teaching English Speech Skills in the Lower Grades of Primary School on the Basis of Relevant Research Results in English-Speaking Regions" believes that in the formation and development of speech skills, dialogue is an integral part of the learning process. The teacher, with the help of dialogue, namely through questions and answers, contributes to the development of children's speech skills. The paper also notes, that when teaching a foreign language in primary school, attention should be paid not to teaching language knowledge and rules, but to the development of speech skills.

In conclusion, it can be noted that the concepts of "speech skills" and "speech skills" have been widely studied by scientists, each school of scientists gives its own interpretation of these linguistic facts. In this paper, we will adhere to the interpretation of E.I. Passov, who noted that speech skill is the ability to perform an action automatically, and speech skill is the ability to control speech activity in conditions of communicative communication.



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