
METHODS FOR THE DEVELOPMENT OF ORAL SPEECH IN ENGLISH LESSONS

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Abstract:	Keywords:
One of the urgent tasks of the current period is the love of the younger generation to the Motherland, loyalty, a sense of pride to our ancient and rich spiritual heritage, national and universal values educate in the spirit. The world community of the state of Uzbekistan with a growing economy as political and economic, cultural and educational ties with their countries expand together with the students' interest in the economy, history, customs and language of foreign countries is growing. This thesis presents some of the ways to develop oral speech in English lessons dedicated to discussion. The main focus is dedicated teaching English to high school students. Interest of students in high schools, gymnasiums, universities and schools and development of their oral speech and vocabulary, taking into account their inclinations is important.	English, lesson, method, method, dialogue.

Conducting oral exercises at the beginning of the English lesson, is much more effective among other methods. The beginning of the lesson is one of the important stage, it is the beginning of the whole lesson and it has its own impact on the quality in a way. As the British people say: "A good beginning makes a good ending". Speech exercises at the beginning of the lesson last a maximum of 8 minutes, listening and understanding, it is done through speaking exercises. Lesson with dialogues can be started:

T: What's the weather like today?

P-1: It's not fine.

T: Is the sun shining?

P-2: No, it isn't.

T: Is it raining?

P-3: No, it isn't, but it is going to rain.

T: What is your time-table for today?

P-1: We have English, History and Russian.

T: Have you already had a Russian lesson?

P-2: No, we haven't.

T: Have you done your homework?

P3: Yes, I have.

At this stage, the teacher's task is to immediately create a language environment for students. It becomes easier for the reader to listen, speak English. If the adjective levels are mentioned, it is possible to conduct a conversation:

T: Is the day longer today than yesterday?

P: Yes, it is. It is longer today.

T: Are the days shorter in March or in February?

How many lessons do you have today?

Do you have five (six) lessons every day?

What lessons besides English and ... do you have today?

Which lesson is the most interesting (difficult) for you?

On what days do have English lessons?

What would you like to do at our lessons today?

At different stages of training, oral speech training will be different. In high stages, with two pupils, the student on duty can conduct a conversation with the group. The conversations will look like this: teacher-group, teacher-duty, group-duty, first duty-second duty, duty reader-group. "Teacher-group "at the upper stage of training dialogue is effective. Because at a higher stage, students tend to know more and they want to conduct a conversation on more serious topics.

In one of the lessons after the passage of the topic " if "- clause " at the upper stage of training the conversation can be conducted as follows.

On Tuesday

A: - Tuesday was a terrible day.

B: - Why do you think so?

A: - I wake up late. If I hadn't woken up late things would have been Ok.

B: - What was wrong with you?

A: - I was in a hurry and I spilled my tea over my clean white shirt If I hadn't been in a hurry I wouldn't

have spilled my tea over my shirt.

B: - What did you do then?

A: - I ran and ran, but I missed the bus. I was late for university. My teacher was angry. If I hadn't missed

the bus I wouldn't have been late for university and my teacher wouldn't have been angry.

B: - I am very sorry for you. How did your teacher punish you?

A: - My teacher said I must stay late. I stayed until 4 o'clock

B: - I think your family was worried about you?

A: - Yes. If I hadn't woken up late I wouldn't have been late for university. If I hadn't been late for university I wouldn't have stayed late. I wouldn't have got home late and my family wouldn't have been worried.

Conversation samples for the development of oral speech and vocabulary of students in the lower stages of teaching:

Name: A: - What is your name?

B: - My name is Jamila. And what is your name?

A: - My name is Rano.

B: - Rano, what is your friend's name?

A: - Her name is Saodat. What is your mother's name?

B: - Her name is Malika. What is your father's name?

A: - His name is Pulat. Rano, have you got a cat or dog?

B: - I have a cat.

T: When the days are shorter?

P: They are shorter in February.

T: When is it warmer in March or in April?

P: It is warmer in April.

T: Is it colder today than it was yesterday?

P: It is colder today.

Oral speech training should be regularly scheduled, learners should not face a lot of difficulty and should not take much time. It helps to strengthen and consolidate of the last topic. Especially to provide new information about the foreign country is better. The teacher can compile the students to tell the story and also, students can do listening, speaking monologues and describing thematic pictures. Excellent mastery of a foreign language over and over again is carried out on the basis of repetition, however, it is not necessary to carry out speech training on the same topic all year round. The topics of conversation also will be changed on holidays, when seasons, months change.

At the end of the week. Is everybody present? What's the date today? Do you like Saturday (Sunday)? What are you going to do at the weekend? Will you go in for any sports on Sunday? What will you do if the weather is good (bad)? Do you always (usually) do your lessons on Sunday? On the Eve of a Holiday (or Holidays) Everyone's present today, aren't they? What is the date today? What is the date tomorrow? Will you come to university tomorrow? Why won't you come? Where will you spend the holiday(s)? What does your class (university, family) usually do during (for) the holiday(s)? Are you going to go to the class party? What would you like to do during the holiday(s)? Do you like the holiday(s)? Why? And so on. Having conversations on a variety of topics significantly increases students' interests and provides active participation in classes.

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