



ISSN 2181-9297

Doi Journal 10.26739/2181-9297

СЎЗ САНЪАТИ
ХАЛҚАРО ЖУРНАЛИ
4 ЖИЛД, 1 СОН

МЕЖДУНАРОДНЫЙ ЖУРНАЛ
ИСКУССТВО СЛОВА
ТОМ 4, НОМЕР 1

INTERNATIONAL JOURNAL
OF WORD ART
VOLUME 4, ISSUE 1



ТОШКЕНТ-2021

МУНДАРИЖА \ СОДЕРЖАНИЕ \ CONTENT

Адабиётшунослик

1. Rahmonqulova Zarnigor

DISTOPIK EKZISTENSIALIZMNI INGLIZ YOZUVCHISI UILYAM GOLDINGNING "LORD OF THE FLIES" ROMANIDA AKS ETISHI.....6

2. Усманова Севара

ЧЎЛПОН ВА С.РИЧАРДСОН РОМАНЛАРИДА БАДИИЯТ МУАММОЛАРИ.....14

3. Yusupova Dildora

SHOIR SO'Z AYTGANI KELAR DUNYOGA...(Shoira Halima Xudoyberdiyevaning hayot va ijod yo'liga chizgilar).....21

4. Кўчкорова Садокат

ФОЛЬКЛОРДА ЭРТАКНИНГ ЖАНР СИФАТИДАГИ ХУСУСИЯТИ.....28

5. Мажитова Сабохат, Ярашов Шариф

АМИР ХУСРАВ ДЕҲЛАВИЙ ВА АБДУРАҲМОН ЖОМИЙ ҒАЗАЛЛАРИДА «ДИЛ» (ЮРАК, ҚАЛБ) ТИМСОЛИНИНГ ЛЕКСИК-СЕМАНТИК МАЙДОНИ.....35

6. Джалилова Зарнигор

ИНГЛИЗ ШЕЪРИЯТИДА ИНСОН СИФАТЛАРИНИНГ ГУЛЛАР ТИМСОЛИДА ИФОДАЛАНИШИ.....42

Лингводидактика

7. Khamzaev Sobir, Gilyazetdinov Eldar

THE PRINCIPLES OF SPEAKING SKILLS' FORMATION AMONG STUDENTS OF LINGUISTIC UNIVERSITIES.....48

Тилшунослик

8. Boygucheva Lola

THE ROLE OF DISCOURSE ANALYSIS IN MODERN LINGUISTIC THEORY.....54

9. Кобилова Азиза

ШИФОБАХШ ЎСИМЛИКЛАР ЎРНИДА ИШЛАТИЛАДИГАН ПЕРИФРАЗЛАР ТАҲЛИЛИ (ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИ МИСОЛИДА).....59

10. Mamanazarova Gulhayo, Paluanova Halifa

ISSUES ON OIL AND GAS TERMINOLOGY IN LINGUISTICS.....65

11. Melikova Elnora, Abdullayeva Nargiza

PRIMARY AND SECONDARY PREDICATION.....71

12. Saidova Farida

O'ZBEK TILI LEKSIK SINONIMLARINING LEKSIKOGRAFIK TALQINI.....77

13. Turniyazov Behzod

FAKTIVLIK ASOSIDAGI KAUZATSIYA.....83

СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART

Лингводидактика

Sobir Amirovich Khamzaev

Associate professor of the department
“Theoretical aspects of the English language №1”,
Uzbekistan State University of World Languages,
Doctor of Philosophy in Philological Sciences (PhD).
sobir.khamzaev@mail.ru

Gilyazetdinov Eldar Zamirovich

Senior teacher of the department
“Teaching English Language Methodology №2”
Uzbekistan State University of World Languages.
eldar_85g@mail.ru

THE PRINCIPLES OF SPEAKING SKILLS’ FORMATION AMONG STUDENTS OF LINGUISTIC UNIVERSITIES

 <http://dx.doi.org/10.26739/2181-9297-2021-1-7>

ABSTRACT

This article deals with importance of the role of developing the speaking skill in the process of teaching English. The author concludes that the possession of the speaking skill is an integral part of language learning, since language is a means of communication and the level of progress and efficiency in its study is mainly determined by this aspect. The article also offers a number of recommendations to teachers of foreign languages on teaching speaking.

Key words: foreign language, speaking skill, speech activity, context, means of communication.

Собир Амирович Хамзаев

“Тил аспектлари назарияси” №1 кафедраси доценти,
филология фанлари бўйича фалсафа доктори (PhD),
Ўзбекистон давлат жаҳон тиллари университети.
sobir.khamzaev@mail.ru

Гилязетдинов Эльдар Замирович,

“Инглиз тилини ўқитиш методикаси” №2
кафедраси катта ўқитувчиси,
Ўзбекистон давлат жаҳон тиллари университети.
eldar_85g@mail.ru

ЛИНГВИСТИК УНИВЕРСИТЕТЛАРДА ТАЛАБАЛАР СЎЗЛАШИШ КЎНИКМАСИНИ РИВОЖЛАНТИРИШНИНГ ТАМОЙИЛЛАРИ

Аннотация. Мазкур мақолада инглиз тилини ўргатиш жараёнида сўзлашиш кўникмасини ривожлантиришнинг ўрни ҳақида сўз боради. Муаллиф сўзлашиш кўникмасига эга бўлиш тил ўрганишнинг ажралмас қисмидир, деган хулосага келади, чунки тил алоқа воситаси бўлиб, уни ўрганишда тараққиёт ва самарадорлик даражаси асосан айнан мана шу кўникма билан белгиланишини алоҳида таъкидлайди. Шунингдек мазкур мақолада чет тиллар ўқитувчиларига тил ўрганувчиларнинг сўзлашиш кўникмасини ривожлантиришга оид қатор тавсиялар берилган.

Калит сўзлар: чет тили, сўзлашиш кўникмаси, нутқ фаолияти, матн, мулоқот воситалари.

Собир Амирович Хамзаев

Доцент, доктор философии по филологическим наукам (PhD), кафедры “Теоретических аспектов языка” №1, Узбекский государственный университет мировых языков. sobir.khamzaev@mail.ru

Гилязетдинов Эльдар Замирович,

Старший преподаватель кафедры “Методика преподавания английского языка” №2, Узбекский государственный университет мировых языков. eldar_85g@mail.ru

ПРИНЦИПЫ ФОРМИРОВАНИЯ НАВЫКОВ ГОВОРЕНИЯ СРЕДИ СТУДЕНТОВ ЛИНГВИСТИЧЕСКИХ ВУЗОВ

АННОТАЦИЯ

В данной статье рассматривается важная роль навыка говорения в преподавании английского языка. Автор делает вывод о том, что обладание навыком говорения является неотъемлемой частью в изучении языка, так как язык - это средство коммуникации и уровень прогресса и эффективности в ее изучении в основном определяется именно данным аспектом. Также в статье предложен ряд рекомендаций при обучении говорению для преподавателей иностранных языков.

Ключевые слова: иностранный язык, навык говорения, речевая деятельность, контекст, средство общения.

As we know, the problem of forming communicative competence is one of the main goals of teaching a foreign language in a linguistic university. It should be noted that in the vast majority of cases, communication training is reduced to focusing on the formation of speaking skills. According to the main provisions of the communicative approach, the formation of spoken language skills should be integrated into the overall process of learning a foreign language and should have the ultimate goal of forming the ability to use the language being studied for communicative purposes. It is also necessary to take into account the realities in which language teaching and learning take place. In terms of English language teaching the process of learning language, in general, and conversation in particular, need to be indispensable, given the differences that exist between their foreign language and native language learners, not only at systemic but also at the normative level.

One of the main goals of teaching a foreign language at linguistic university is to develop students' communicative competence in the language they are studying. The main components of communicative competence are: grammatical or linguistic competence, discourse competence, socio-cultural competence and strategic competence. Communicative language training involves the formation and development of speaking, listening, reading and writing skills as well.

However, it should be noted that in most cases, communication training is reduced to focusing on the formation of speaking skills. According to the main provisions of the communicative approach, the formation of spoken language skills should be integrated into the overall process of language learning and have the ultimate goal of forming the ability to use this language for

communicative purposes. Accordingly, the formation of speaking skills in the foreign language by students should help them build confidence, desire and ability to use their available linguistic resources not only correctly, but also adequately for the purposes of communication.

Taking into account what is known about the nature of language learning and the peculiarities of the formation of students' speaking skills, it is necessary to set real, clear and achievable goals at each stage of language learning. It is also necessary to take into account the realities in which a foreign language is taught and studied. Concentration of students' attention on the peculiarities of using the language by its native speakers in the process of speaking greatly helps to prevent potential difficulties and overcome them. Learning spoken language in a foreign language primarily involves the formation of students' ability to connect individual sentences in the process of coherent speech in such a way that they form a single semantic whole. It should be noted that the ultimate goal of learning a foreign language in the context of globalization, regardless of the context in which the language is taught and studied, is to master the language as a means of speech communication.

We should take into account that all native speakers are more or less familiar with the rules and regulations governing speech activity in this language. [8, p.23] The vast majority of people who naturally speak English follow these rules in the process of speech communication. However, it should be noted that often native speakers can't spell out the rules, but they can accurately determine which sentences are unacceptable. In the context of communicative language training, this level of "knowledge" should be the main goal of mastering foreign languages. In general, the entire process of learning a foreign language, in our case English, should be based on the interests and needs of students, their age, intellectual and educational level. Learning any language to a certain extent means learning how and when a person speaks in front of someone and about what". [2, p.34]

The study of a language as a means of communication, along with the acquisition of linguistic knowledge, involves the acquisition of knowledge related to the choice of speech structures and lexical units that are most relevant to social situations in which hypothetically may be students studying the language for professional purposes. According to a prominent researcher of the problem of communicative language learning, S. Savignon, the combination of these two types of knowledge can be defined as communicative competence". [6, p.15]

The founder of the functional approach to language learning is considered to be the British linguist J.J. Versa. One of the most rational and acceptable is the interpretation of the term "function", proposed by M. Halliday, which identifies the 7 main functions of the language. [4]

Regulating speech communication between people. It controls and regulates the verbal and non-verbal behavior of participants in speech communication, expresses approval and disapproval, agreement and disagreement, and other regulatory properties of the language.

A representative function is the use of language for individuals to make judgments, communicate facts, and transmit knowledge. An interactive feature that helps establish social contacts through speech communication. Successful interactive communication requires knowledge of slang, jargon, folklore, jokes, and the rules governing polite formal and informal communication that are accepted among native speakers.

The personal function by which the speaker expresses their emotions, feelings, and their own attitude to the subject of conversation. A heuristic function that helps you gain knowledge about the world around you. Imagination – use this function to create imaginary situations, your own speech works-fairy tales, short stories, novels. Imagination allows the speaker to use the acquired linguistic and speech material in the process of speech communication in the foreign language being studied. [4, p.27]

It should be noted that the functional training of spoken language in a particular language necessarily involves the formation of the following students' skills:

- to say hello, say goodbye, invite, accept;
- to congratulate, to compliment;
- to interrupt the speaker's speech;

- to request;
- to express your own opinion about something;
- to criticize;
- to advise, to recommend;
- to handle a request;
- to show empathy;
- to ask questions with the purpose of obtaining information;
- to apologize to. [7, p.21]

In modern conditions, the priority is to master the language for functional purposes. The traditional system of teaching a foreign language, when the main goal was to acquire linguistic knowledge, was mainly to teach aspects of the language-vocabulary, grammar, and phonetics. The formation of spoken language skills should occur simultaneously with the training of the language system. It should be noted that mastering aspects of the language, i.e. its system, does not guarantee the ability to speak this language. The formation of students' ability to use language tools to achieve communicative goals involves learning the norms of verbal and non-verbal behavior accepted in the society of people who naturally speak this language. Analysis functions directly associated with the discourse analysis puts forward the hypothesis that language is a phenomenon that goes beyond individual sentences, as the main argument in favor of that proposal cannot be used as the basis for learning how the language system and the rules of operation of the system. A single sentence cannot be analyzed without taking into account the context in which it is used. The sentence should be considered as one of the interrelated and interdependent links that make up a single semantic whole.

However, it should be noted that very often teaching aspects of the language is reduced to the use of lexical units and grammatical structures in separate, unrelated sentences, which in no way contributes to the teaching of a foreign language as a means of communication. Speaking language training is also traditionally conducted on the basis of a similar model – individual sentences or micro dialogs, which are, in the vast majority of cases, artificial in nature, both in terms of form and content. In order to develop adequate speaking skills in a foreign language, it is necessary to develop the ability to adequately perceive information, as well as the ability to express one's own opinion, thoughts and judgments within a particular context, and beyond it, and not at the level of individual, disparate sentences. Outside of the context, it is not possible to develop students' skills of adequate use of language for communication purposes.

It should also be noted that for linguists, the traditional object of research was the sentence. However, recently published works indicate that today the focus of attention of linguists is not the sentence, but the discourse. Thus, it is safe to say that today the object of study by linguists is discourse, not a single sentence.

Through discourse we express agreement, disagreement, say Hello, greet someone, express approval, disapproval, convince, etc., for example, the sentence "An Englishman, even if he is alone, forms an orderly queue of one" (G. Mikes), uttered out of context, can have different, sometimes opposite meanings: approval, disapproval, agreement, disagreement, delight, complaint, apology, argument, indignation, etc. it can be perceived in completely different ways depending on who uttered it and who is the recipient. The degree of adequacy of the perception of a given sentence depends significantly on the intonation with which it will be pronounced, how accents will be placed, etc. Along with intonation and stress, the non-verbal behavior of the speaker is no less significant. Gestures, looks, facial expressions, etc. – these nuances largely determine the actual meaning of a particular sentence. A student studying a foreign language can master grammar, lexical, and pronunciation skills at a high level. However, it will experience significant difficulties in the process of speech communication in the language being studied, if it has not learned what rules and regulations govern real speech communication. If language learners are not familiar with the rules of contextual discourse, their speech intentions will remain unrealized, and their communication goals will not be achieved.

As it mentioned above, in linguistics, there has been a shift in emphasis from the sentence as the main object of study to the discourse. Corresponding changes have occurred in the methodology

of teaching foreign languages. The priority direction was the formation of communicative competence in the foreign language being studied. Accordingly, the formation of speaking skills in English should take place in the context of the formation of communicative competence in this language.

According to the main provisions of the communicative approach, each linguistic and speech structure to be assimilated must be significant in terms of communication. Replacing the traditional, formal approach to language learning, the communicative, functional approach directs the entire process of learning a foreign language in such a way as to ensure that students not only learn the formal features of a particular structure, but, more importantly, learn the functions that this structure performs in the context of the formation of communicative competence.

Speaking speech is a model of interpersonal interactive communication. in the process of developing speaking skills in English, students must be familiar with the rules and regulations that govern speaking in this language. [6, p.52] In particular, students should know how to attract the attention of their interlocutors and involve them in the communication process as active participants. Students should also be familiar with how to start a conversation, how to end it, how to avoid unwanted topics and questions, how and when to interrupt the conversation, if necessary, etc. Native speakers, in most cases, learn these rules naturally. People who are not native speakers and study a particular language in the absence of a language environment must learn the rules and regulations governing spoken language in the foreign language being studied. [5, p.36]

It should be noted that the process of learning spoken language skills in a foreign language is gradual and slow, since language learners, including students who study the language for professional purposes, usually do not have opportunities for direct communication with native speakers of this language, or, if there are any, these opportunities are extremely limited and cannot ensure the formation of adequate speaking skills in the language being studied. One of the necessary indicators of the ability to conduct a conversation in a foreign language is the ability to assess how well the other participants of the communication perceive their speech.

A very important condition for the success of the process of oral speech communication is the ability to clarify this or that information, the ability to compensate for the imperfection of their linguistic knowledge or speech capabilities in one way or another. [3, p.45] The lack of sufficient time to think about what they would like to say implies the ability to spontaneous speech reaction according to the circumstances in which speech communication occurs in the language being studied. The essential components of real speech communication are hesitation, indecision, attempts to save time to select the right words and phrases necessary for the implementation of the speech intention of the communication participant, changing the direction of the conversation, reorganizing the language material, and retelling. (9) Accordingly, their appearance in attempts of speech communication in a foreign language, undertaken by a language learner, is inevitable. [1, p.19]

Teaching foreign language speech is a complex process from a psychological point of view, consisting of teaching foreign language material (means of communication) and teaching communication activities. [9, p.34] The process of teaching the language in general and speaking, in particular, should be built with the indispensable consideration of the fact that all types of speech activity are based on motivation. The content of the language and speech material to be activated should serve as a stimulus and cause students to need speech communication. The researchers note that one of the factors that inhibit and significantly complicate the process of learning a foreign language is the interfering influence of the native language, in our case Russian or Uzbek, on the newly acquired foreign (English) language. Interference has the most negative effect on the process of forming students' speaking skills in English. [7, p.11]

Summing up the above, it should be noted that despite the complexity, the problem of teaching students to speak English is not impossible. A very important factor contributing to the teaching of adequate oral and speech activity in English is the creation of an environment that provokes the speech activity of students, i.e. the development of discourse competence and promotes the involvement of students in the process of speech communication as active participants. It is necessary to develop speaking skills on foreign language purposefully, step-by-

step or gradually, taking into account the differences that exist between the rules governing speaking in the process of teaching foreign language and the corresponding rules that exist in the native language of the students.

Иктибослар/Сноски/References

1. Autin J.L. How to do Things with Words. Cambridge. M.A.: Harvard University Press. 2002 – 150 p.
2. Ellis G. How culturally appropriate is the communicative approach? ELT journal 50/3. 1996. – P.32-36
3. Green C.F., Christopher E.R. & Lam J. Developing Discussion Skills in the 8 SL classrooms. 2007. – 120 p.
4. Holliday M. Explorations in the Functions of Language. London: Edward Arnold. 2003. – 125 p.
5. Jenkins R. "Native Speaker, non-native speaker, & English as Foreign Language. Time for a Change" IAJ8JL November 13, 10-11. – P.45-48
6. Savignon N. Communicative Competence: Theory and Classroom Practice. Reading, Mass & Addison-Wesley. 2000. – 135 p.
7. Van E K J.A. Objectives for foreign language learning. Volume 1: Scope, Strasbourg: Council of Europe. 1996. – 125 p.
8. Богатырева М.А. К проблеме выделения уровней профессионального владения иностранным языком//Иностранные языки в школе. 1997. 2 С.28-33.
9. Гусейнзаде Г.Д. Обучение речевой коммуникации на иностранном языке. Баку: Мутарджим, 2001. – 120 с.
10. Леонтьев А.Л. Психологические особенности овладения иностранным языком. В кн.: Международная конференция проп.рус.яз. и лит. (Тезисы докладов и выступлений). Москва, 2009. – С.146-150.

