

FORMATION OF BASIC ORAL SPEECH SKILLS IN ENGLISH (ON THE EXAMPLE OF 8-9 CLASSES OF SECONDARY SCHOOL)

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Annotation: a modern school should prepare a person who is thinking and feeling, who not only has knowledge, but also knows how to use this knowledge in life, knows how to communicate and has an inner culture. The goal is not that the student knows as much as possible, but knows how to act in any situation and solve problems. This knowledge of speech is a necessary condition for the formation of a socially active person. It is necessary for everyone to speak clearly and grammatically correctly, to express his thoughts in a well-thought-out voice, free creative interpretation in oral and written form, to express emotions by various intonation means, to develop the ability to observe and communicate the culture of speech. Therefore, one of the important tasks at the present stage of teaching students is to develop speaking activities. In this article, information (on the example of 8-9 classes of Secondary School) on the formation of basic oral skills in English is obtained and opinions and comments are made.

Keywords: system of Secondary School Education, oral speech, skills, qualifications, ability, formation, English, pupils.

The connotation of speech development arises both in philosophical and psychological terms, and in a scientific and methodological sense. This is the process of enrichment of speech and its consequences, the spiritual formation of a person, his inner world, which constantly continues throughout his life. The spiritual life of a person helps a lot not only in his social and production activities, but also in his speech actions, linguistic behavior, that is, in the philosophical and aesthetic approaches to the texts he created himself, in the understanding of the problem of the formation of speech and communicative activity. The rapid development of human speech takes place in the process of literature review. The sentence is morally and morally, and inseparable from the behavior of a person. The development of speech in a narrow, scientific and methodological sense is understood as "a special educational activity of teachers and students aimed at mastering speech."

It is necessary to combine three approaches in the work on the development of English-language speech, mainly associated with the 8-9 classes of Secondary School, in the formation of basic oral skills in English:

1. Psycholinguistic, based on the theory of speech activity.
2. The study of lingua didactic, native and Foreign Language Teaching laws.
3. Stylistic and literary, taking into account the theory of artistic literature, literary criticism and public speaking.

The achievement of the highest efficiency in the development of speech by students of 8-9 classes in school helps to implement it in the conditions of communicative activity, therefore, the term psychological linguistic "speech activity" entered the theory and practice of speech development, which refers to the system of speech movements, which is distinguished by the unity of speech and thinking. For example for the creation of colloquial speech, which is an individual speech of a person. Noting that the language, which very clearly determines the interdependence of the concepts of speech, speech, speech activity, receives certain functions, including speech activity, which performs various functions; it becomes a means of communication only in the context of speech activity.

Having carried out the development of the speech of schoolchildren (on the example of 8-9 classes of Secondary School) in English language lessons, the teacher should rely on knowledge of the peculiarities of communicative activity, since the study of language and speech will be the most effective in the process of communication. Communication activities require such a connection with other people, the subject of which sees them as peers, and then relies not on its one-sided implementation, but on the exchange of views, the

exchange of information. Communication is regarded as practical activity as communication at the physical, mental, material or spiritual level. Speech communication is one of the types of communicative activity.

The lingua didactic approach is aimed at educating the teacher and schoolchildren (on the example of 8-9 classes of secondary school) with certain stylistic characteristics and the formation of purposeful building skills of speech work with significant efficiency. Russian and foreign consider such skills to be the highest and offer the following groups of exercises for their development and improvement, their performance corresponds to the specific characteristics of educational literature and helps to increase the level of linguistic and literary creativity of students.

1. Exercises for the implementation of the role of speech development.
2. Exercises with elements of the development of productive artistry of speech.
3. Development of skills in art.
4. Develop skills in aesthetic analysis of text.
5. In order to introduce schoolchildren (on the example of 8-9 classes of Secondary School) (explanation, interpretation) of the research process in working with the text, it is necessary to create exercises, for example, directing reasoning, "to find parts of the text that need to be read with the same voice", etc.

As a school subject, I propose a brief review of some of the formed which fully take into account the peculiarities of the English language. The leading principles of the organization of work on improving the speech activity of students in connection with the study of the English language are an integral unit of this work and are distinguished by the analysis of the work of art, the development of oral, moral and artistic-aesthetic.

In summary, the artistic and aesthetic and speech activities of the English language are closely related to each other, therefore, one of the tasks of the literature teacher is to make the maximum use of the opportunities arising from the nature of this interaction. With this approach, especially in high school, on the one hand, the effectiveness of moral-aesthetic education and the formation of artistic taste will increase, on the other hand, the lexical composition of schoolchildren will be enriched, as well as successfully developed speech skills, coordinated in different oral genres.