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CONTENT OF DEVELOPMENT OF MONOLOGIC SPEECH COMPETENCE IN FUTURE FOREIGN LANGUAGE TEACHERS

Adizova Lobar Alisherovna

Lecturer Profi university Tashkent, Uzbekistan

Abstract. The article is devoted to the consideration of the structure and content of English-language speech competence of schoolchildren in the educational web space. The particular relevance of the work is determined by the accelerated development of information and communication technologies, the demand for young personnel who are fluent in a foreign language and able to communicate in a foreign language on every day and professional topics.

Keywords: speech competence; educational web space; speaking; listening; reading; letter; components, students.

In our republic, based on foreign experiences, normative foundations for learning languages in a multilingual environment, developing students' interference ability, improving educational content based on international educational standards, and expanding the material and technical base of educational institutions have been created. In the strategy of Actions for the further development of the Republic of Uzbekistan, "further improvement of the education system, increasing the possibilities of quality education services, training of highly qualified personnel in accordance with the modern needs of the labor market" [1; p. 38] is defined as a priority task. As a result, opportunities to develop students' interfering skills in a multilingual environment are created.

Interactivity among students learning a foreign language in modern information and communication conditions plays a leading role in the formation of a new type of teacher - a socio-cultural personality.

In order to integrate into the international education space in the continuing education system, the CEFR pan-European recommendations for language proficiency, which envisage 6 levels of users, are used: elementary - A1, A2; free - B1, B2; professional - C1, C2. In order to identify directions for adaptation of CEFR recommendations, researches were conducted, testing each stage of language learning by introducing different forms, methods and tools of foreign language teaching, promoting the development of innovative teaching methods. studying and evaluating the level of mastering foreign languages, organizing and conducting various motivational competitions on the above-mentioned processes in the continuing education system, which allows to create a platform for the quality of education in general.

Based on the above, many experts suggest paying special attention to the development of speech skills on the basis of socio-cultural dialogue, which includes the development of a set of knowledge about the history and modern realities of the society that speaks a foreign language, and in that language the importance of knowing the cultural characteristics, customs and rituals present in the speaking community.

Despite the fact that honey has been sufficiently theoretically studied, the

need to ensure the results of training students at all levels is to look for new ways to involve teachers in the educational process, to provide them with high-quality language, and foreign language teachers, professional training. According to the researchers, working in such groups requires a lot of time and effort in preparing lessons, in which it is important to give all students the opportunity to actively participate using a variety of techniques, strategies and teaching materials.

E.S. Polat, by multi-level teaching of foreign languages, we understand the organization of "an educational process in which each student has the opportunity to master the educational material at different levels in individual subjects of the program." [2]. According to the researchers, "multilevel" is not only the different level of knowledge of a foreign language, but also the different age of students, learning styles, motivation, professional interests, cultural, socio-economic background, etc. From this point of view, to one degree or another, any group is multi-level[3]. These differences make each new group unique and qualitatively different for the teacher. In this work, we focus on different language levels of students (multilevel groups). The main difficulty is presented by groups where the difference is two or more levels (for example, beginners and students at level B1 and above). In modern university practice, the problem of multi-level groups of students is often the large number of groups (15-20 students or more), as well as insufficient hours allocated for work in the auditorium). This problem and possible ways to solve it lie in the level of a differentiated approach, which allows to achieve proven quality educational results [4].

A differentiated approach to teaching foreign languages is leading in higher education institutions. However, as noted above, in modern socio-economic conditions, we are increasingly dealing with multi-level groups and language specializations, where traditionally groups can be divided into linguistic subgroups. , it was possible to prepare for them in depth and quality. Despite the obvious difficulties in working with such groups, some researchers argue that classrooms inevitably create an atmosphere of mutual tolerance and respect for "others", cooperation and interaction. The latter is important in working with students of pedagogical education (in particular, with future teachers of foreign languages). Analysis of methodological literature and observation of the educational process made it possible to identify the following main principles of working in multi-level groups in foreign language teaching, which formed the basis of the methodology proposed below:

- ✓ Provide a differentiated approach at each stage of the lesson;
- ✓ Creation and use of bases: linguistic for beginners, logical-communicative for advanced students;
- ✓ Creating opportunities for continuing education with peers;
- ✓ Combine different forms of work (including frontal work at the initial and final stages);
- ✓ Speaking as a mandatory part of the lesson (even in language classes, its purpose is to practice lexical or grammatical units). Identification, monologue speech skills.

The principles of teaching monologue speech is "a special type of speech activity characterized by a detailed, logical, coherent presentation of ideas, aimed at one or more listeners and aimed at successful intercultural communication" [5]. The ability of monologue speech includes the ability to express one's point of view in a convincing and reasoned way, phonetically correct formation of sentences, ensure the structural and logical organization of sentences, and ensure the adequate speed of speech. To work in multi-level groups, we focus students' attention on various skills: for elementary students, the ability to think logically, expressively, correctly intonation, pause, and independent speech is the most relevant. We focus on the ability of speaking students to prove, give their own examples, argue and speak for themselves. For this, it is important to ensure consistency and knowledge of the speech of all students, using the necessary linguistic tools.

In the methodology of teaching foreign languages, three levels of development of monologue skills are distinguished: reproductive-productive. In multi-level groups, students demonstrate different initial levels of development of speech skills, including monologue speech skills. We also plan different outcomes: we focus beginners on the reproductive-productive level, which includes an element of creativity; the sequence and structure of the statement can be changed. Students should demonstrate an effective level of skills characterized by a creative approach to speech design and self-assessment. As mentioned above, communication skills are an important component of linguistic and methodological competence in the context of teaching monologue speech to future foreign language teachers.

In the nomenclature of linguo-didactic skills of students - future foreign language teachers, communicative skills (in particular, monologue speech skills) are a component of communicative-methodical and professional-organizational skills [6]. It is clear that the foreign language teacher's professional knowledge of a foreign language does not come from mastering the methodological terms and expressions used in the lesson. Communicative-educational function includes, among other things, mastering different registers, reorganizing one's speech according to specific educational conditions, the ability to switch from one form of speech to another, from monologue to dialogue, etc. takes

Description of the methodology In the proposed methodology, we consider TED video lectures as a reference text (oral and written) for creating your own monologue statement. TED lectures have taken a firm place in the practice of teaching foreign languages: educational websites and teaching-methodical sets have been developed based on them. Their use in the educational process is aimed not only at the formation of listening skills of a foreign language, but also at the formation of speech competence, as well as at the development of lexical and grammatical skills. TED lectures allow students to fully develop critical thinking skills and contribute to the development of communicative motivation [6; 8; 13]. In this sense, they are a logical-syntactic scheme, after listening (or reading) students construct their own statements using language, speech material and lecture problem, i.e. recognize the situation and information content. aimed at riding.

The use of the text as a basis for teaching speech is a characteristic feature of the top-down approach [7]. Researchers say that this is effective with already well-formed reading and listening skills, so beginning students may need additional teacher support in selecting material. In the development of speaking, listening or reading skills, if the student uses the transcript, in this case it works as a tool [8].

Thus, multi-level groups of students are more of an organizational-pedagogical problem, so its solution should be mainly organizational (dividing into small groups according to the level of language preparation of students, increasing the hours of work in the classroom) . However, the systematic, consistent work of the teacher helps to acquire and strengthen not only language material, but also high-quality oral and speech skills, which are very important for students. The practical value of the research is in the methodology developed for teaching monologues in a foreign language based on TED lectures in many multi-level groups of students. The main perspective of the research can be considered the use of the proposed work algorithm for the formation of other types of effective speech activity, as well as optimization for use in master's and postgraduate studies, taking into account the professional or research direction of education.

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