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**LINGUISTIC DIDACTICS OF IMPROVING ORIENTED SPEECH SKILLS
IN COMMUNICATION**

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Abstract: In this article addresses issues related to methods of developing verbal communicative competence and teaching speaking skills. Any skill becomes a skill as a result of practice, i.e., the learner learns to read, to speak, to communicate, to communicate, to communicate. The opinions of experts were highlighted in ensuring that speech skills and competencies are formed through speech exercises, specific communicative tasks and assignments.

Keywords: speech, oriented speech, verbal, speech culture, teaching oral English, integrated skills, effective techniques.

Development of the oriented speech is significantly important in teaching foreign languages of verbal communication. Before giving our research results, we should find out the notion of speech culture. In one hand, it is a branch of linguistics that studies the problems of standardization in order to improve language as a tool of culture. And the other hand, in accordance of Western linguistics, the term "language culture" is also used in a general sense. The concept of "speech culture" in the 1st sense covers two stages in the acquisition of literary language: a) correctness of speech and b. speaking skills.

The correctness of speech is to follow literary norms that are perceived by speakers and writers of a particular language as 'ideal' or generally accepted and traditionally preserved in the form of habits, examples and examples. Speech skills are the ability to follow not only literary norms, but also to choose the most accurate, the most accurate, the most acceptable and expressive in terms of content and style from the available options (for example in Uzbek, aka - oka - ako; kelyapti - kevotti - kelopti). the choice of one as a literary norm). High Speech culture reflects a person's general high culture, culture of thinking, conscious love for language.

We know that the basic concept of the theory of speech culture is the norm of language. The main task of the culture of speech in the second sense is to establish objective language norms in their stabilized forms, contradictions, emerging principles, etc. in order to actively influence the practice of social language (at all levels of language). is to study at Education establishments.

We may add, the Modern Speech Culture is a theoretical and practical science that studies the history of literary language, grammar, stylistics, etc. in order to influence language practice. In the theory of speech culture, literary language is recognized as the highest form of national language; the language of fiction strengthens and enriches the achievements and traditions of the people in the field of culture with its best examples.

in teaching foreign languages we recommend to teach literary norm of language.

In addition to didactic analysis, quantitative analysis, observation and interpretation, comparative contextual analysis, written linguistic interview, and associative experimental methods were also used.

In methodological literature we can find more information about functions of Spoken Language. for example, Brown & Yule [1983a: 1-3; 1983b: 11-16] mention that language can be seen as having two functions: transferring information (transactional function) and establishing/maintaining social relationships (interactional function). Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity of information is not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning. They summarize the above stating that whereas interactional language is "listener oriented", transactional language is "message oriented".

The possibility and necessity of teaching oral English, in our opinion, those who think the major objective of the students is reading not speaking have ignored some obvious pedagogical facts: Firstly, generally speaking, people have the notion that learning English has something to do with oral English. When one says some students are good at English, people will naturally think he or she can speak English well. Secondly, oral English can be very useful for the development of reading and writing skills. As Rivers points out: when we read and write, we call upon what we know of the language orally. [Rivers, 1968, 20]. He goes on to say that there must be a connection between reading and speaking. If the students are reading, then they are using their oral English, too. If a student has poor English, his reading ability may also be poor. Similarly, Rivers argues that writing involves oral ability as well. Although many teachers with poor oral ability may have some difficulty in teaching English, however, it is possible for them to do so. They may teach oral English by an indirect method. They may use a recorder to provide an authentic accent and some authentic materials like dialogue for students to imitate. They can also make good use of class time for active participation by all their students. So the teachers can make up for their deficiency in oral ability by encouraging the students' participation with prepared lessons, highly organized activities and effective techniques.

The importance of using integrated skills in teaching oral English. As Harmer suggests: one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading [Harmer, 1991, 52]. The table below shows how all four skills are related [Byrne, 1991, 8]. Spoken Language Understanding, Speaking Receptive Skills Understanding, Reading Productive Skills Speaking, Writing Written Language Reading, Writing Since the four language skills of listening, speaking reading and writing are interrelated and interacted with each other, it may be suggested that the four basic skills should be taught inclusively rather than

separately, as Byrne argues, we need to see why integrated skills activities are important : a) They provide opportunities for using activities naturally, not just practicing it. b) Many pair and group work activities call for a variety of skills sometimes simultaneously, in order to involve all the English Language Teaching learners. c) Students seem to learn better when they are engaged on activities more than one skill. Therefore, when we teach oral English, we should get the students involved in an oral communicative activity to do some writing or reading or listening in order to accomplish the task which the activity asks them to perform. Integrating skills in activities Byrne argues that: "we are not of course suggesting that single skill activities are not effective: there will in fact be many occasions when we shall ask the students just to talk or read or write, because this is appropriate." He then emphasizes, "equally, however, we should be looking for opportunities to knit skills together, because this is what happens in real life ." As we all learn, the main aim of foreign language teaching is to help students achieve some kinds of communicative skills in the foreign language. Therefore, the teacher should organize classroom activities, create a free atmosphere within the class or group and give the students hints to use the activities in class to integrate their skills.

The following activities may be well recommended to show how to integrate skills by getting the students to work in pairs or groups: a. Communication Activities oDescribing and drawing. oFinding the difference between two partially identical pictures.

Accordance by Rixon & Byrne and Harmer refer to the above two activities as "communication games". oDiscussing ideas/views/opinions -notably students are engaged in activities in which they have to: -Choose from a list of (unalterable) given statements the ones they most agree/disagree with. -Choose from a list of given statements the ones they agree with and modify the remaining ones according to their opinion. -Rank a number of statements according to their beliefs/opinions. -Agree on and formulate statements expressing their views on a given subject and then discuss them in different groups (having to reformulate the ones they disagree on according to the second group's opinion). The activities mentioned are selected/adopted in order to provide the students with a context in which they can re-integrate the strategies/skills dealt with in each lesson, and to lead students to "become used to dealing with the kinds of unpredictable problems which reciprocal speech brings into these interaction situations" (notably informal discussion and informal planning/decision making). By gate terms these activities as "two-way" and argues that they "generate more talk and more use of negotiation procedures". Such activities are "functional communication activities" ("processing information" and "sharing and processing information"). The stimulus for communication comes from the need to discuss and evaluate (these) facts. Learners must agree, justify and persuade in order to reach a common decision. Some experts refer to such activities as "interaction activities" in which personal meaning can be conveyed.

The object of foreign language teaching is speech activity, the subject of which is thought. It can be said that teaching speaking activities requires regular practice, mastering the skills of expressing one's opinion orally in a foreign language. The task of acquiring

communication and speaking skills plays a key role in the process of learning a foreign language. Any skill becomes a skill as a result of practice, i.e. the learner learns to read by speaking, just as he learns to speak by speaking. Speech skills and competencies are formed through speech exercises, specific communicative tasks and assignments. Speech exercises should include daily information, specific events, and students' life experiences. Exercises develop creative activity, directing students to work independently. Organizing speech situations and dialogues on a variety of topics increases students' activity and encourages them to express themselves freely.

The purpose of foreign language education is to enable pupils and students to apply the language directly in practice and then prepare them to work independently with the language. Teaching a foreign language in a non-language higher education institution involves developing students' ability to read general pedagogical, socio-political and professional texts without a dictionary and a dictionary, to communicate orally based on the studied material, and to provide oral and written information to others. Learners of a foreign language specialization acquire linguistic knowledge, language skills, and speaking skills. In the process of learning a foreign language, these aspects are mastered through the performance of motivational, operational and informational exercises.



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