



USE OF EFFECTIVE TEACHING AIDS IN FOREIGN LANGUAGE LESSONS

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ANNOTATION

This article discusses the solutions to the following research methods: study, analysis and generalization of pedagogical and methodological literature on the topic of thesis; study of existing standards and programs in a foreign language; analysis of domestic and foreign English language manuals in order to highlight teaching material. The practical significance of the study lies in the fact that the results can be used to develop classes on the development of oral speech and on the development of public speaking skills in high school. The leading method of teaching a foreign language today is the communicative method, which serves to achieve the goal of teaching speaking, as a means of verbal communication.

KEYWORDS: *communicative culture, foreign language, learning process, the media*

DISCUSSION

As you know, the main purpose of teaching English is the formation and development of a communicative culture of the student, teaching practical mastery of a foreign language.

Mastering verbal foreign language communication is impossible without the use of effective, high-tech, affordable teaching aids. These are currently the traditional media (print, radio, television), as well as Internet resources, which are becoming increasingly relevant. Thanks to the media (media), information flows to a multilingual audience without intermediaries. Thus, we determined the relevance of the study.

The advantages of the media in the learning process are their authenticity, relevance, informative richness, communicative orientation, high potential for the development of foreign language speech.

Many studies confirm the positive effect of involving the media in teaching a foreign language. Most of the works in this area highlight the problems of mastering various types of speech activity: listening (O.N. Gordienko, M.V. Khorunzhaya) or speaking (oral speech) based on video materials (O.E. Mikhailova, A.N. Schukin, M .V. Baranova, I. B. Platonov).

Oral speech is a broad concept that includes the main types of speech activity: listening, speaking (dialogic and monologic speech). It is a two-way process, consisting of the ability to speak English and the ability to understand the speech of other people. [18, 39c] The relevance of the development of oral speech is determined by the goals that the modern school faces, namely, the formation of the multicultural personality of students who own the system knowledge of English is not only at the level of understanding, but also free communication. Therefore, there is a constant improvement of the already known and the search for the most effective methods for the development of oral speech.

By definition, I.A. Winter: "A foreign language as any language system is a socio-historical product, which reflects the history of the people, their culture, the system of social relations, traditions. Language exists, lives and develops in the public consciousness, in the consciousness of the people who speak it. It also unites peoples, giving a single national character to human communities "[15, 222c]

Oral speech can be approached as a goal and as a learning tool.

Oral speech as the purpose of learning acts as a means of communication, through which information is obtained during listening, information is transmitted

during utterance, and information is exchanged during conversation. [7,165c]

In the modern methodology of teaching foreign languages, oral speech is used as a learning tool, thereby allowing students to become involved in speech communication from the very beginning of learning a foreign language. It is used when familiarizing yourself with new training material, during training and the implementation of the method of application.

At the senior stage of training, the oral basis creates favorable conditions for the expansion of both grammatical and lexical knowledge of students in the language being studied, and especially in the process of speaking and listening. Oral speech, in turn, carries the following functions:

- motivational (considered as the goal of language learning, provides the opportunity for direct communication, mastery of oral speech helps to overcome problems associated with self-doubt in learning a language);
- developing (mastery of the structure of the language in oral speech helps to improve other aspects of speech activity, i.e., students are given the opportunity to hear and see how, in what situations, the input words or grammatical structures are used by including auditory, visual and speech-motor analyzers in the active work; mobilizes the attention of students, stimulates cognitive interest). [10, 4c]

Signs of spoken language reflect the properties inherent in human speech as a whole. The combination of the meanings of general and particular features individualizes the individual. General and private signs are interrelated, but the common signs are decisive, which should include:

1. level of speaking skills;
2. The conformity of speech to certain regulatory requirements of grammar and orthoepy (the totality of the norms of the national language, ensuring the unity of its sound design).

The main reason for the difficulties in learning spoken language is that the linguistic material that a person has to master, appears in a completely new aspect - they need to be actively mastered as a means of communication, and not just for recognition and recognition, which is a task with receptive perception. The development of English speech should consist in daily practice, learning phrases, expressions, remembering and retelling. The result of the training should be an intuitive knowledge of the language material, when the right word or the right form themselves comes to mind in connection with a certain thought, and in the process of listening is an understanding of its content.

Students are assigned the following tasks:

- quickly and correctly navigate in communication;
- express their thoughts with sufficient completeness;
- build your statement consistently and logically;
- select the appropriate language means for expression;
- express your attitude to the subject of speech;
- use in the statement the arguments corresponding to the communicative intention of the speaker.

Any speech skills in order to function as the basis of speech ability must have a quality system. These include:

- automatization (improvement of skills);
- flexibility, without which the skill is not capable of transferring, remains a "thing in itself";
- complexity (a skill can consist of smaller elementary actions, but it can also be included in a more complex skill. [28, 136c] In the process of a joint combination of skills in the system of all speech actions, their volume grows);

From the point of view of information, speech communication consists of four main aspects (types of speech activity): speaking, listening, writing, reading. Speaking is the sending of acoustic speech signals that carry information.

Listening (or listening) is the perception of speech acoustic signals and their understanding.

When speaking and listening, a person operates with acoustic signals. These types of speech activities form the basis of the process of speech communication. The effectiveness of speech communication depends on how well the student has developed the skills of all four types of speech activity. [30, 17c] In addition, the level of formation of speech activity skills is a criterion for assessing the level of language proficiency (not only foreign, but also native) and an indicator of general human culture. No matter how many people take part in communication, the basis is a single scheme, which includes:

- sender of information (or addressee);
 - talking or writing person; information recipient (or addressee);
 - reading or listening person;
- message (verbal text) - without the exchange of information there can be no verbal communication. A separate speech action (a fragment of communication) is called a communicative act (for example, in a dialogue - a replica of one of the interlocutors). It turns out that speech communication is a communication of people.

So, teaching oral speech, the tasks of the teacher include - to teach:

- quickly and correctly navigate in communication;
- consistently and logically build a statement in accordance with the plan;
- find adequate language means for expression;
- use in the statement the arguments corresponding to the communicative intention of the speaker;
- state their thoughts with sufficient completeness;
- express your attitude to the subject of speech.

Communication is one of the important conditions for the formation of consciousness and self-identity of a person, a stimulator of its motivational and incentive sphere and the development of the personality as a whole. The content of communication stems from the content of thinking, which is formed under the influence of objective reality, because consciousness projects this reality on human activities. At the same time, discussing objects, a person solves a particular speech, communicative problem. Taking into account the practical goal of teaching a foreign language - to teach it as a means of communication, we can distinguish several principles on which the

successful organization of oral communication in a foreign language is based. [38, 56c]

The principle of communicative means that the construction of the learning process should take place in such a way as to engage students in oral (listening, speaking) communication, i.e. communication in the language being studied throughout the entire course of study.

The principle of personal communication implies that the main form of educational activity is not listening, speaking or reading, but lively and active communication between the teacher and the students, as well as the students themselves. To organize live communication, you must use role-playing games. Managing role-playing is also managing group communication. The teacher deliberately involves everyone in the general activity, pre-distributes the roles for each new game, makes everyone a temporary leader, teaches him to communicate in a word.

The leading method of teaching a foreign language today is the communicative method, which serves to achieve the goal of learning to speak, as a means of verbal communication, which appeared in the 60s of the last century in the UK. The study begins with the study of words and expressions, and then a grammatical base is brought under them. The main goal of this technique is to teach a person to speak fluently and competently. The teacher must have a living, not a book language, must know all the shades of the meanings of words and expressions and be able to convey them to the student. [29, 12c]

The main goal of the communicative teaching approach is communication. The learning process is as close as possible to natural communication, aimed at personal interaction, in which different methods of communication are used. In the framework of a personality-oriented direction, the emphasis in training is placed on the person as the subject of educational activity, the teacher from the "indisputable authority" becomes an attentive and interested interlocutor and accessory to the cognition process. The communicative technique, as one of the modern methods of teaching the English language, helps to ensure that the teacher is not only a carrier of information, but also an observer and consultant. Language is considered from the point of view of its social nature, communication with society on the one hand, and communication with personality on the other. The activity direction is characterized by orientation in training on the activity of subjects of training. At the center of training is the student - his motives, goals, psychological capabilities. Activity - the content of the educational process.

The oral basis of teaching in the conditions of teaching a foreign language creates favorable conditions for expanding the knowledge of students in the studied language, for the formation of pronunciation, lexical and grammatical skills and speech skills, and, above all, listening and speaking. It is necessary to focus on teaching pronunciation, as students deal with sounding speech. More time should be devoted to listening, repeating, reproducing with some changes in the digestible material, all work is done orally. Orally, you can perform exercises several times more than when reading and writing, and,

therefore, it is better to ensure the repetition of the passed, which is very important for the acquisition of language material and the development of skills.

Speaking is one of the main types of speech activity, which has a number of characteristics that are of direct importance to a person. Speaking is seen as an oral mode of action. Speaking is a way of expressing thoughts through language. The main problem with teaching speaking is that it is an intermediate step between the thought and the oral message itself. The formation of appropriate speech skills is necessary.

Speaking - by the method of designing an object (thought) is an oral form of speech activity, which in terms of the direction of a speech action on the expression of an object (thought) is characterized as a productive type of activity. And by the nature of the role that speaking plays in the process of communication, speaking is characterized by an initiative type of speech activity, since it is aimed at meeting human needs.

The formation and development of speaking skills is a prerequisite for the successful flow of the communication process. From the theoretical methodology of teaching speech communication in a foreign language, it is known that speaking is a form of oral communication, through which information is exchanged, a contact is established with the interlocutor, an influence is made on him. [5, 78c] In teaching speaking, we teach students the ability to express thoughts transmit information verbally.

The goal of teaching speaking is to help students achieve the following skills:

- a) make a prepared or unprepared message;
- b) respond adequately to the replica of the interlocutor;
- c) initiate communication and take part in it.

During the training in speaking, pronunciation, rhythmic-intonational and lexical-grammatical skills are developed. Speaking can take place in the form of dialogue or in the form of a monologue, and also, if there is a conversation between several persons, in the form of a polylogue. From the point of view of the participation of thinking in the process of speaking, the following types of speaking are distinguished:

- initiative (spontaneous) speaking. The speaker himself chooses the topic of expression, is guided by his own initiative in the process of speaking, selects expressive means of communication. It is considered the most perfect form of speaking.
- response (reactive) speaking. It occurs in the form of a reaction to the speech of other persons, interlocutors, the speaker does not have an internal urge to speak.
- imitative speaking. The speaker repeats the received message with the awareness of its meaning, for example, when playing back a memorized text.
- automated speaking. The speaker reproduces the memorized text, the understanding of the meaning of which is not supposed; or complex text (incomprehensible to the speaker).
- associative (stochastic, from Greek - guess) speaking. The speaker reproduces the memorized text, the meaning of which does not understand at all, using various associations. [11, 285c]

Listening is a receptive activity, and mastering receptive activities is a prerequisite for the

development of productive skills and, above all, speaking.

Listening in the structure of a lesson can occur both at the beginning and in the central part, and at the final stage. The place of listening in the structure of the lesson will, first of all, depend on the goal that the teacher has set for himself and the students.

If the purpose of the lesson is the formation of grammar skills, authentic speech can be a way of recognizing in the text, for example, the use of the verb studied in this lesson. With the lexical purpose of the lesson, authentic speech helps the development and consolidation of new vocabulary on the topic of the lesson. With the development of phonetic skills, attention is drawn to the recognition by students of the intonation pattern of the phrase, to master the technique of pronouncing foreign sounds in words, phrases and sentences. It can be a small text passage containing a small number of unfamiliar words, and used at the stage of updating the knowledge of students in a reading lesson, it can be a sample dialogue in a lesson in dialogical speech. This can be a song when introducing new lexical units, or it can be the main stage of the entire lesson in listening comprehension, where the information contained in the text is key. [19, 29c]

Listening to foreign language speech and speaking are interconnected in the educational process: listening can serve as the basis for speaking, in turn, the quality of understanding of the listening material is usually controlled by answering questions to the content of the listener or by retelling it.

Thus, listening prepares speaking, speaking helps the formation of perception of speech by ear. [19, 35c]

Being closely connected with other types of speech activity, listening plays an important role in the study of a foreign language, and especially in communicatively oriented learning.

Oral speech as a type of speech activity is a complex process consisting of two closely related processes - the process of listening, perception and understanding on the one hand, and the process of speaking on the other. But purely theoretical knowledge of these aspects is completely insufficient to speak of language acquisition.

Language lives as a means of communication, communication. Based on this, we are talking about the practical goals of teaching a foreign language. This, in turn, determines the whole methodology of working on the language, oral speech should be an integral part of each lesson. There are a number of difficulties in teaching a foreign language. Firstly, this is the difference in language structures compared to the native language. In oral speech, as in an object of instruction, two subjects of instruction can be distinguished: listening and speaking. Listening and speaking contribute to the development of each other in the learning process. To understand, you need to talk. Understanding is formed in the process of speaking, and speaking in the process of understanding. As already mentioned, oral speech can be presented in the form of dialogic speech, in which there is a difficulty in understanding the interlocutor's

thoughts, as a result of which this type of speech is associated with the development of listening skills, and monologic speech, the difficulty of which is that the student must follow logic, connectedness, pace of speech, completeness of statements in the process of speaking.

The media play an important role in the life of modern society. The use of newspapers and magazines in teaching a foreign language has recently attracted the attention of many educators.

The articles are very diverse linguistic features: various styles, types of texts, vocabulary. Students develop listening skills by completing thoughtful assignments. The active and passive vocabulary of students is replenished, the skill of speech guesses is developed.

Articles and programs are the basis for the development of basic skills. The teacher gives tasks, such as: to find information about something specific in the article; retell the general content of the article; find confirmation of your arguments in the article; write a message based on the material of the article. Working with the dictionary deepens knowledge of specific terms, and also helps to translate the main vocabulary from passive to active by repeated repetitions.

In other words, newspapers, magazines, television news are used not only as a means of obtaining information, but also as a linguistic object. This fulfills the task of giving meaningful content, context, to the language we teach.

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