



THE TECHNOLOGY OF TEACHING FOREIGN MONOLOGUE SPEAKING

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ANNOTATION

Teaching foreign monologue speaking in professionally determined situations can be successful if the oriented selection of special vocabulary is carried out taking into account the professional orientation of the training. The unit of instruction in foreign language monologic speaking in conjunction with informative reading is a specially organized exercise, which involves the adoption and implementation of a semantic decision related to the allocation, evaluation and assignment of professionally significant information by fixing, its subsequent structuring as a program of monologic utterance and the implementation of independent monologic speaking with reliance on this program.

KEY WORDS: *integration processes, connection, knowledge, speaking*

DISCUSSION

The integration processes taking place in the European community are associated with the creation of joint ventures, the establishment of industrial and commercial relations with foreign partners, participation in scientific and technical exhibitions, industry practical conferences and economic forums.

In connection with the growing need of our society to strengthen existing and establish new contacts with foreign business partners in the integration process, the issue of mastering by specialists of various fields of knowledge in foreign language communication, and above all, the ability to describe, characterize products, equipment, communicate about technological processes, becomes important argue, defend the point of view. All this is connected with the training of a specialist in monologic foreign language speaking in the process of university training of a future engineer for his successful work in a chosen field.

Foreign language speaking is a complex speech activity that has a number of such important characteristics as objectivity, dialogism, interactivity, focus, independence and situational conditioning.

The task of teaching monologic speaking as a means of communication in a foreign language is included in the content of the training of a qualified specialist in higher education and is determined by the social order of the society and program documents. Monologic speaking skills are an object of control throughout the entire period of studying a foreign language at a university, are included in the content of

international exams and are designated in the European competencies for knowledge of a foreign language.

Teaching a foreign language to students in a non-linguistic university is determined by the specifics of the professional activity of the future specialist and is focused on mastering the skills of foreign language communication for participation and maintaining contacts at the international level in the professional field. Broadly defined communication is a complex multifaceted process, including the interaction of subjects, their mutual influence on each other, mutual understanding, empathy, cooperation.

Professional communication is generated by the needs of joint labor substantive and practical activities, can be carried out only in the process of this activity, being its most important means and condition. Intercultural professional communication is determined by the same needs as professional communication in the mother tongue.

The difference lies in the fact that the prerequisite for intercultural communication is the needs associated with a foreign language professional activity of a specialist, which depend on the degree of his involvement in intercultural integrative processes.

Thus, by intercultural professional communication, we understand communication within the professional sphere between representatives of certain professions, as well as between representatives of related professions of different linguistic societies as a social and individual phenomenon that has its own specifics at the mental and linguistic levels [5]. In the process of intercultural professional communication,



subjects as carriers of different languages and cultures make interaction-exchange of information through monologic speaking in foreign languages, under the conditions of which a complete, logically structured, problem-conditioned text of a monologic statement is created.

The goal of the study is to develop a scientifically-based and tested in practice methodology for teaching foreign language monological speaking in conjunction with informative reading, which involves examining the role and place of monologic speaking of an engineer in intercultural professional communication. It is known that speaking and listening realize an oral form of communication, in which not only the one who speaks, but also the one who listens, that is, the subjects of communication acting as carriers of specific, coordinated social roles and functions in the process of interaction. Interaction of specialists in the process of intercultural professional communication will take place only when they have a foreign language vocabulary uniting them, a fund of general speech skills and interaction functions: informational, emotive-empathic and interactive / organizational activity, carried out by verbal and non-verbal means in the conditions of speech contacts, actions and actions [9].

The information function is associated with the exchange of information, knowledge, with the establishment of information links carried out by verbal, non-verbal and material-sign means. This function provides the reception and storage of information, its transmission in the form of messages.

The emotive-empathic function of interaction is expressed in a person experiencing his relationship with people, in emotional connection with them and with reality, which determines the psychological background of the interaction.

An interactive function involves the development of a strategy and coordination of joint actions of subjects, the exchange of contacts, functions, roles, speech actions, the establishment of interactive relationships.

Since intercultural professional communication takes place primarily as an exchange of information, therefore, it becomes necessary to solve the problem of subject conditionality of monologue speaking in foreign languages, which is associated with the possession of information on the problem in the framework of solving professional problems. In this regard, the role and functions of informative reading should be considered with the aim of creating an information basis for a monologue of foreign language utterance.

The interconnection of foreign monologue speaking and informative reading is manifested in the generality of the subject plan, in a single foreign vocabulary, the nature of compositional and substantial

language aspects inherent in the functional-semantic types of speech in oral and written form [8].

Mastering monologic speaking as a means of intercultural professional communication means the ability to perform the actions of several types of speech activity: informative reading, comprehension and understanding of consumer-significant information units and their semantic processing; fixing letters and logical structuring of the selected information as a program of monologue utterance; monological speaking, associated with the generation of an independent statement based on the program [5].

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Of particular importance are the mechanisms of semantic verbal perception and thinking, which determine the close relationship of informative reading and monologic speaking due to the fact that the subject of these types of speech activity is thought as an information unit in the form of a thematic or subject-predicate unity. In order for a future specialist to be able to perceive and comprehend the information of texts in the reading process in order to use it in his monologue, such qualities of semantic visual perception as objectivity, integrity, structuredness and meaningfulness should be formed. This, in turn, is associated with the mechanism of thinking and, first of all, with the ability to carry out mental operations of extracting, comparing, structuring, grouping information when generating a monologue.

No less important are such forms of thinking as judgment and inference, because information is revealed in the text due to the fact that a number of judgments are identified as information units, on the basis of which inferences are made that underlie semantic decisions in informative reading and organization of semantic blocks as the content of a monological utterance.

Therefore, it is important to be able to conclude when selecting professionally significant information units, logically build them into information blocks, creating a monologic utterance program, supplementing them with ideas from your past and other sources, formulating them in the process of generating an independent monologic utterance in accordance with functional types of speeches due to a professionally oriented situation.

Thinking, mental operations and speculative activity are closely related to operational and long-term memory. RAM as a memory at the time of the activity of informative reading and monologic speaking involves the use of language units of all levels, derived from long-term memory or offered as an external



information linguistic basis.. The constant use of vocabulary units for expressing thoughts in terms of communication according to L.S. Vygotsky leads to a generalization, therefore, to the assimilation of the meanings of lexical units and syntactic schemes for the deployment of sentences, and, therefore, to their introduction into long-term memory.

Features of the storage of the lexicon in long-term memory are due to the combination of lexical units based on systemic paradigmatic and syntagmatic connections [3; 1; 2]. This implies a didactic decision to organize a lexicon in the form of a thesaurus, in which the main keywords are presented in the logical and semantic structure of the content of a special discipline, in dictionary-conceptual articles with related lexical units at the level of syntagmatic and paradigmatic associative relations.

No less important is the mechanism of attention, and above all, the formation of such qualities as volume, stability, concentration, switching, and distribution. In order to maintain the quality of attention as a complex dynamic education, it is necessary to take into account its connection with semantic verbal perception, thinking and long-term memory, which in turn is associated with providing the learner with the necessary external informational basis regarding the means of language for their use in extracting information from texts and making a monologue .

When teaching foreign language monologic speaking, the informational basis of this type of speech activity is of particular importance. The informational basis of a foreign monologue is the subject matter of authentic texts of a scientific and technical style, representing professionally significant information.

The selection and didactic organization of the system of educational authentic texts of a scientific and technical nature was carried out on the basis of the principles of professionally informative significance, authenticity, thematic integrity, subject connectivity, representation of various and many authors, functional conditionality, language functional semantic system, synonymy and quantitative sufficiency [4; 8].

Authentic texts in the specialty, borrowed from the original literature in English: textbooks on general technical and special engineering disciplines, scientific and technical documentation, special periodical literature, and the Internet, are used as text materials when teaching monologic speaking in foreign languages in conjunction with informative reading.

The study of the subject content of the texts and the construction of the logical-semantic structure of the topic were carried out on the basis of the subject-based method of word processing (T.S. Serova) and the metatemic approach (D.V. Izarenkov and FI Davies), which involves addressing a variety of topics, united on the basis of the identity of the aspects of consideration the objects indicated in them. Therefore, the

communicative speech situation, understood as a dynamic system of interaction, relationships communicating in certain conditions, based on the reflection of objects and events of the outside world, generating the need for purposeful activity and nourishing this activity, was taken as the basis for teaching monologic speaking in foreign languages in conjunction with informative reading activity [6].

An improvement in the quality of individual results indicates that teaching monologic speaking in foreign languages in conjunction with informative reading with the methodology developed during the study allows influencing the effectiveness of the formation of monologic speaking skills, which emphasizes the effectiveness of teaching monologic speaking in conjunction with informative reading.

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