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### **SPEECH PRACTICE - SKILLS LEARNING ENGLISH LANGUAGE**

**Annotation:** This article describes methods of productive teaching, innovative variants of differentiated instruction in colloquial skills in learning and practice of learning English.

**Key words:** skills, abilities, universal benefits, thematic vocabulary, functional structures, speech process, international education.

Successful presentations about what you read at home have a positive impact on other pupils. At the same time, continuity in the development of skills should not depend on each other.

At the same time, the role of the teacher is important, because the teacher should strive to organize productive work in the classroom and make rational use of school time. It is also necessary to encourage pupils to regularly read interesting literature in English.

Learning a foreign language for pupils of various levels of knowledge is a demonstration of their skills and abilities in the classroom, outside of class, as well as in everyday life. This is an effective form of in-depth knowledge and practical skills acquisition.

Therefore, it is advisable to repeat the study and align the speech skills of pupils, because they studied English from textbooks built on different methodological principles and, therefore, need to approach the same level of skills and abilities for the successful implementation of the curriculum.

In the implementation of effective speech practice, texts and speech exercises are of great importance, where the basic language material is used in new contexts and new situations. In addition, communication exercises and visualizations (drawings with speech tasks) are welcome. It is necessary to pay more attention to topics close to the interests of pupils, this creates the opportunity to learn a large

number of necessary expressions and everyday life, which they have not previously met. On the one hand, such texts provide a successful explanation of the material and educational tasks, and on the other hand, they themselves are a certain form of communicative practice that contributes to the consolidation of educational material and the development of reading skills. Since the thematically determined vocabulary of previously studied material differs from each other, the number of new words in the course of classes for pupils of different levels will differ. This applies to the lexical design of factual material and situations of new conversational topics.

The repetition of grammatical material is determined by its functional structures. Grammatical structures should be grouped in oral topics in accordance with the conditions of their actual functioning in the speech process.

Formation of phonetic speaking skills; organization of communication in pairs and small groups using role-playing games based on simulation programs. Ability to communicate, explain, approve, convince, congratulate, give a description, etc. Pupils are offered sites on a specific topic related to the topic being studied in the UMC. For example, when studying the topic "London", pupils take a virtual trip around the city and talk about what they see. Pair work can be carried out, in which pupils act out a dialogue between a resident of London or a guide and a visitor.

Since all the grammatical material was previously studied under the mandatory program, you should not offer purely grammatical exercises in the form of additional tasks, since this reduces the interest of pupils – their originality interferes with the study. Previously studied grammatical structures and exercises are aimed at their use in certain situations. This requires developing situational-conditioned speech on the basis of new contexts, thereby developing the habit of using the English language to expand their (their) knowledge.

Additional reading of books is the extraction of knowledge from various branches of science, technology, art, biographies of outstanding figures of world science. To do this, it is necessary to organize and develop skills of untrained

Dialogic and monological speech, the ability to understand English by ear, which contains familiar language material, and intensive foreign language and speech practice at a much higher level.

The development of the ability to speak productively using a limited vocabulary is based on situations that encourage a small dose of language to implement and inaccessible communicative tasks. Therefore, English teachers try to find such methods and forms of work that would give them the opportunity to perform this task with the greatest efficiency. Here, I can also use the techniques of working with the use of ICT. First, I try to use learning disks with phonetic exercises at every opportunity. However, due to the limited time available, I recommend that children work with such disks at home, since most families now have computers. Second, I use Power Point presentations to explain reading rules.

Along with training disks and presentations, I use a very interesting and useful guide for English teachers, "Reading fun", made in the program Macromedia Flash, which I found on the Internet. This manual in a bright and entertaining form gives pupils an idea of the rules for reading English vowel letters, and then it provides control tasks to check the assimilation of the material.

To test reading comprehension, I use tests performed in the Word editor, which is the simplest application of ICT in the learning process. When it is possible to work in a computer class, I use tests performed in Excel, which allow you to quickly check the correctness of the task performed by all pupils by displaying the results of pupils on the teacher's computer. Accessible mental tasks, problem situations that model real needs are a stimulating factor of speech practice. The lexical material of cognitive texts, on the basis of which the output to situational-conditioned speech is organized, is a source of productive speech, it stimulates communication based on new contexts and plots and in new situations.

Fable stories, texts on country studies, descriptions of interesting natural phenomena on listening are organically included in the General process of teaching oral speech. Texts of a country-specific nature and educational themes are somewhat more complex than fable stories. Training in listening to foreign-

language scientific information is absolutely necessary, because answering questions about what pupils listened to include additional factual material in their speech – and this is the most promising in speech practice popular science topics, as never before in the practice of learning English. When using listening, the teacher uses his experience in new conditions, as well as General erudition and qualified and interesting comments on the information listened to and a good knowledge of country literature.

He also looks for ways to overcome language difficulties that may arise in pupils, makes questions about the content of the text, to test the understanding of the listened.

Quizzes and riddles are another way to continue working on the language, one of the ways to bring pupils closer to an intuitive command of the English language and thinking in it. Solving riddles-based on the use of homonymy and polysemy of words, in addition to oral explanations, you can write the answers on the Board.

In the educational process, you must maintain:

a) the structure of the educational process, i.e. to ensure the assimilation of a specific topic (the creation of an initial educational level of knowledge and skills), and then the training topic and the creation of a thematic educational level.

b) in the process of creating each of the educational levels, it is necessary to strictly observe the regularity of the assimilation process in the context of studying factual material, teaching skills, forming worldview and moral beliefs.

If all the learning topics are mastered only through the synthesis of all the knowledge acquired during the school year, new deeper knowledge will be created. We will be able to assimilate and consolidate them only in the cooperation of science and practice, but not through trial and error, of course, taking into account the relevant requirements of state programs.

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