

## DEVELOPMENT OF AUDITIVE SPEECH IN STUDENTS

**Sobirova Gilnoza Raxmatillayevna**  
The Teacher of Gulistan State University

### ABSTRACT

The article evaluates such categories as speech, professional audit speech from the point of view of authorship and explores the issues of developing students' ability to listen and understand during the lesson in the credit-modular education system.

**Keywords:** Speech, listening, comprehension, development professional audit speech, credit, module.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the educational practice of developed countries, a number of studies are conducted on innovative methods, interactive software, reflexive technologies, methods of using facilitation models and their effectiveness in teaching a series of English language courses. Among the main tasks of this research is to improve the quality of preparation of students for future careers, to expand the ability to learn linguistic language, to study pedagogical approaches to the development of natural-scientific worldview and to improve this methodology. In this regard, there is a need to improve and introduce technologies to develop students' professional auditing skills through information and educational resources.

In recent years, the issue of in-depth teaching of English and other foreign languages has been given priority in our country. In particular, it is important to study the pedagogical and psychological features of the development of students' professional audit capacity through information and educational resources is important. An integral part of oral speech is hearing and listening.

Professional auditory speech, on the other hand, ultimately means that the teacher is able to understand the speech of others in English, to respond to it, to add a certain amount of opinion based on the opinion of the interlocutor. It is also a criterion that determines professional competence. Semantic comprehension of the speech of the interlocutor or speech in the context of polylogy, the implementation of a communicative task in a foreign language environment is an integral part of the professional training of the future specialist.

Socio-economic developments and ongoing reforms in the system of continuing education in our country have necessitated the improvement of mechanisms for organizing and managing the educational process, the organization of education on the basis of a credit-module system based on democratic principles that meets modern requirements.

The expansion of online teaching in modern education has laid the foundation for the establishment of many international contacts, as in various fields. This leads to the need for experts to learn foreign languages, to understand the speech of the interlocutor in the process of communication, to develop auditory speech.

From 2020, when all higher education institutions of the country will organize training on the basis of credit-module system, educational loans will be assessed by quantitative indicators that reflect the contribution of the course to the content of vocational training of students.

Thus, professional audit speech is important in preparing English language teachers for future pedagogical activities, as students learn the methods, techniques, subjects related to professional activity in order to acquire knowledge, skills, abilities and competencies in English in a modular education specified in the curriculum. They will need to have interaction skills.

Academic credit is a symbolic unit of measurement that must be acquired in the process of studying in higher education, and the credits accumulated during the study of a student indicate that he has mastered a certain level of higher education. Thus, teaching on the basis of the credit-module system of the English language course represents a certain load of mastering the educational material, based on modular technologies.

Our observations show that in teaching foreign languages in higher education institutions, little time is spent on speaking, reading, writing and listening. However, listening is an independent, necessary and most difficult speaking activity for students.

Nowadays, listening as a form of speech activity plays an important role in the actual communication process. "In modern society, 45% of people listen, speak - 30%, read - 16%, write - 9%," says Russian scientist S.V. Kudryavtseva [2]. Consequently, an integral part of oral speech is hearing and listening (audit activity).

Speech is the process of verbal communication, that is, the process of communicating using language. In social experience, words that signify any essence are a means of verbal communication. Speech can be grammatically correct or incorrectly structured, as long as the thought that arises in the human mind is transferred to the sounds of speech using language.

Auditory speech is the transmission and reception of information based on listening and understanding. It is a very delicate and difficult type of speech activity, which is based on the following psychophysiological mechanisms: speech listening, perception, recognition, hypothetical prediction, internal pronunciation and comprehension, short and long term memory. It is based on the principles of phonology, phonetics, psychology for the formation and development of auditory speech. To successfully form and improve this skill, the teacher must be fully aware of the elements and features of these mechanisms.

To be able to understand through speech and without words. Communicative ability is a psychological process that expresses an idea, or a concept, a character, and its manifestation is manifested in three different ways (Figure 1).

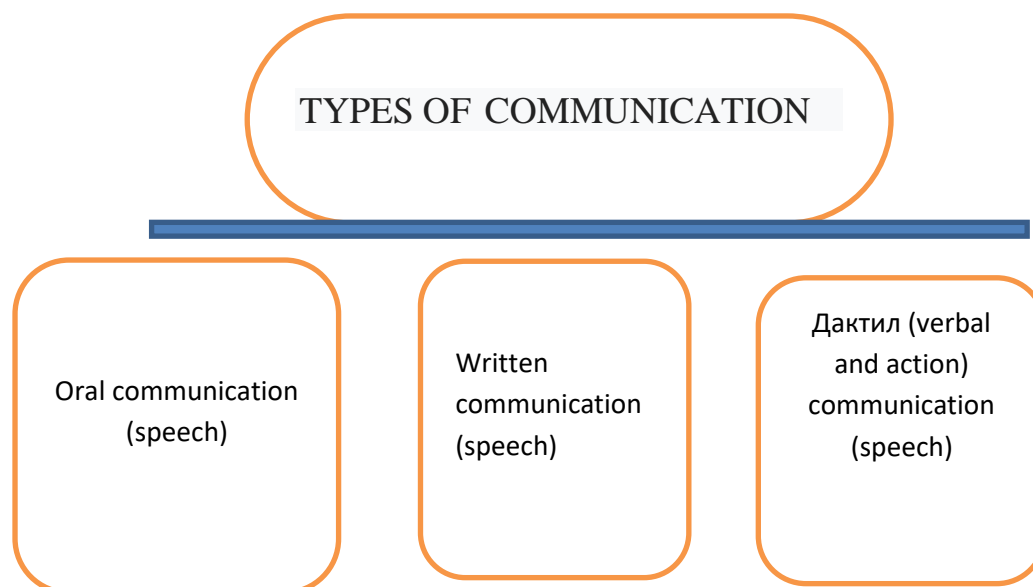


Figure 1. Types of communication.

Professional audit activity consists of a set of scientific, technological, organizational activities aimed at creating a new product, the purpose of which is to use the accumulated knowledge, skills, abilities, technology and production tools for large-scale production of this new product and ensure its effectiveness.

Our observations as part of the study showed that the development of students' auditory ability in English classes, which is important for their future activities, is often related to their listening and hearing processes. However, today in pedagogical practice it has been identified that there are a number of controversial problems in the development of students' professional auditing skills. These are:

- When learning English, students try to translate them into another language because they are familiar with the mechanisms of language acquisition in their native language. As a result, there will be difficulties in communicative and linguistic description of language acquisition. There are also semantic difficulties in assimilating information;
- morphological means in the speech event in the integrity of syntactic and pragmatic factors to master the speech in another language
- the need for long-term exercise, as there are difficulties in the perception of the brain on the basis of lexical and syntactic forms, re-understanding in the brain and understanding its meaning;
- lack of systematization of various didactic tasks and exercises in auditory teaching;
- lexical and grammatical tasks in language acquisition in textbooks and manuals are not aimed at the development of certain competencies;
- the meaning of grammatical forms in the reception of information in another language is not clearly systematized by the relevant lexical units (communication, speech, written and oral) in the process of interaction of linguistic and pragmatic factors;
- speech events of linguistic units, use of words and affixes in figurative senses;
- lack of training in speech intonation, oral and written speech, and situations of disorder and disorder in the process of communication in accordance with the linguistic and non-linguistic factors;

- Lack of attention to the development of the student's ability to listen and understand during the lesson, forced to think independently, create and explore, etc.

Ensuring the continuity of students' interest in science in the learning process to increase their auditory ability, which is important for their future activities; to strengthen their interest in science independently with a creative approach to each issue; It is important to organize regular joint activities of teachers and students, the extensive use of information and communication resources in the classroom.

According to A.N. Shukina, linguistic competence is a language system, the rules of operation of language units in speech and the ability to use this system to understand other languages and express their thoughts orally and in writing. [5, p. 141]. As for the ability to hear, we understand it as the ability to understand and successfully comprehend speech in a foreign language by realizing our communicative intent.

A bachelor who has completed an English language course at a university must have the skills to speak a foreign language, answer questions, ask questions, converse, argue, and express themselves openly. They will also be able to give advice in English, fill out an application, write a letter, and have written skills. However, it is always observed that students have difficulty in demonstrating their ability to document official data, to formulate bank and financial documents in writing, to formulate protocols in writing, covering dozens of areas and areas;

In this process, the teacher's task is first of all to form the knowledge, skills and abilities known and required by the student on these indicators, and then to set specific tasks for the student in their practice, to create appropriate pedagogical conditions for these tasks. Difficulties arise in the ability to systematize data in English, to analyze them, to summarize them, and to express their conclusions in a foreign language. The main reason for this can be assessed as the underdevelopment of professional audit speech in students. In this regard, in our study we focused on activating the communicative activity of students in English in the development of their professional auditory ability.

In our study, we began by looking for an answer to the important question of what methods, forms, tools, and ways should be chosen to develop students' professional auditing skills. From the two main participants in the pedagogical process, we consider the activity of the teacher. If we can comment on the general pedagogical methods of teaching in the development of students' professional auditory ability (colloquial speech) and writing ("reading"):

1. Methods of oral presentation of educational material in English
2. Methods of presenting educational material in English through exhibitions
3. Methods of teaching English in practice.

The following pedagogical tools are effective in teaching English as part of the study:

- equipping the educational process with technical devices (video, tape recorder, audio, crex, boards, flap-chats, multi-media) and IT technologies;
- availability and use of special popular and scientific sources on the subject;
- availability of effective use of national values and factors of national culture (talks, meetings, visits to museums, cinemas, theaters);
- possibility of meetings with various foreign guests, in particular, ambassadors of foreign countries, their representatives in the organization and conduct of events, etc.

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