

## DEVELOPMENT OF COHERENT SPEECH OF STUDENTS OF TECHNICAL UNIVERSITIES IN ENGLISH LANGUAGE EDUCATION PROCESS

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### ABSTRACT

The formation and development of coherent speech skills of students are among the urgent problems of the modern theory of language teaching. Coherent speech is one of the conditions for ensuring the active participation of individuals in society. The article presents an analysis of the available interpretations of the concept of coherent speech, also points out aspects that require further development.

**Keywords:** Coherent speech, participation in society, linguistics, linguodidactics, large-scale, multifaceted, types of coherent speech, classification, communicative competence, qualification requirements, interpretation in the narrow sense, interpretation in the broadest sense.

### INTRODUCTION

In the development of language education in the world, the teaching of related speech in foreign languages through lingvodidactic bases has been formed in a multi-content situation, as modern technologies, theories, scientific views, practical results in pedagogy have combined their research in this area. Based on the research, the analysis and synthesis of the gradual development of the concepts of speech competence of language learners proved to be expedient to study as an aspect of pedagogy.

Today, in the implementation of reforms for the development of our society, full opportunities and conditions are created for the implementation of the tasks set for language education, and targeted research is being conducted on the comprehensive study of English. At the same time, there is a need to study and fill the abstract places in the English language, based on the theoretical foundations of the features of speech communication, based on new views, from a mental point of view. Indeed, “today we are embarking on a path of innovative development aimed at radically renewing all spheres of life of the state and society. This is not in vain, of course. Who will win in today’s fast-paced world? A state-based on new ideas, new ideas, and innovations will win.”<sup>1</sup> In English classes, too, a thorough study of the facts of language and speech on a moral and educational basis is the solution to many pedagogical scientific and theoretical problems.

The task of teaching students to compose a text orally and in writing in the first place is an important educational task to systematically develop the development of connected speech. To carry out this task, it is necessary to acquaint students with the methods of text creation, the variety of functional and semantic aspects of the text, and their semantic, grammatical, structural, and syntactic features. Therefore, in language teaching education, especially in the

process of teaching foreign languages, we consider it expedient to form and develop related speech skills by linking 3 types of monologic speech to description, narration, and reasoning.

Below we discuss issues related to the use of the descriptive type of monologue speech to develop related speaking skills in the process of teaching English to students of technical universities.

To organize the process, first of all, the level of formation of students' skills in describing objects, events, phenomena in the surrounding language is determined, as well as the level of formation of coherent, coherent expression skills, the content of structured descriptions and the use of means of expression.

### **Materials and methods**

Subject texts compiled by students were analyzed using the following criteria in the methodology:

- 1) the volume of the description of the descriptive text;
- 2) the main idea of the text and its coverage;  
the number of parts of the compositional structure of the descriptive statement and their coverage;
- 3) the sequence of expression of ideas in the descriptive text;
- 4) the formation of the descriptive text following the rules of syntax;
- 5) grammatical errors.<sup>2</sup>

In the analysis, it is also important to determine the suitability of the statement (text) for the description. For this reason, another criterion was selected for the analysis of descriptive texts compiled by students - "the relevance of the statement to the selected type of speech."

It should be noted that the above criterion as an integral part of the analysis of oral and written work is not specified in the methodology of language teaching. At the same time, its separation is necessary to solve the problem before us. For this reason, the analysis of texts composed by students was primarily to determine "appropriate" or "inappropriate" for the chosen type of speech.

The criterion of "suitability of the statement to the selected type of speech (description)", as noted, is related to the task of determining the level of formation in students of the skills of composing the descriptive text, which differs depending on the object and method.

It is known that the description as a functional-semantic type of monologue is characterized by the static (stability) of the text content, which lists the features of the subject, which appear permanently or temporarily. Therefore, the analysis of the image according to the above criteria was carried out taking into account the following situations:

if 2/3 of the descriptive statement (text) lists temporary and permanent features of the subject, and at the same time follows the selected type of speech and sequence of ideas, marked "according to the selected type of speech";

if 2/3 of the text contains information about an object or event that is in a causal relationship with other events, the sign "does not correspond to the type of speech" is marked.

As an example, let's compare the following two images.

1. "The Television made for viewing various shows and movies. It hangs on the wall. The TV has a different size. Television plays a big role in our life. It shapes rectangular Large TVs are also placed on the streets and parks. "

(student D.).

2. ” Here in our eyes hangs a TV on the wall. It has a rectangular shape. The inside of the TV consists of diatomic circuits. It has control buttons on it. Television reminded a person of a lot of things. Usually, people do not pay much attention to television. But one day when I press the remote of the TV, I remember how long it goes away, when my father raised me in his arms, not being tall enough to turn on the TV. Watching TV is a pleasure for me! It was an inexplicable feeling that you turn on the TV when the house is overwhelmed by boredom and fear. TV is very interesting. But there were also harmful aspects of television to the eye. ”(Student Z.).

The image of Student D. is not large in size. It lists the features of a particular object-television in the prescribed manner. Verbs are expressed only in the use of the present tense form, and the time sequence is followed. The work did not use verb forms to indicate the dynamics and development of the characters. Therefore, the text can be evaluated according to the selected speech type.

Student Z.'s work is large in size. (100 words). But in it, only one word is related to the description of the subject, and the rest of the text provides information about the sequence of evolving actions and the student's thoughts about the object being described. The sequence of types and descriptions is distorted: present and past tense verbs are misused in the same text: there are, hangs on, tall enough, do not pay much attention, the use of reminded verbs evokes dynamism, represents development, which is typical of figurative speech. not specific. Also, the text does not list all the features of the subject and its parts, as a result of which the reader (listener) does not form a complete understanding of the subject. Therefore, this text is considered inappropriate for the selected speech type.

The volume of the analyzed works was determined by calculating the number of words used in them.

It should be noted that the size of the text does not always reflect its content perfection. It is also observed that the idea is shallow in a large text in terms of volume, and, conversely, the idea is expressed in-depth in a text that is not large in size. As a result of applying this criterion, accurate information about the vocabulary of students is obtained.

The presence of the main idea in the text and its coverage is another criterion for evaluation. This criterion serves to determine whether the intended purpose of the text has been achieved. Each descriptive text should have a main idea, a target instruction, and based on them, the order of depiction of objects is selected and the integrity and consistency of the descriptive text are ensured.

Therefore, in the analysis of the descriptive texts compiled by the students, it was taken into account that there was a target instruction, its implementation and that deviations were allowed.

“The TV looks like a box. It shows interesting films, animations, and cartoons. Its size is different: small, medium, and large. The TV screen will be 32 in size. There are diodes inside the televisions ”.

In order to determine whether the chosen topic for the description is fully and meaningfully revealed, the amount and level of illumination of the compositional components covered by a particular idea should be taken into account. In the psychological and methodological literature, such small groups are called a micro theme.

So what is meant by a micro theme in a descriptive text?

A micro theme is usually specific in content, but in many cases, it depends on the author's ability to reveal and see the features of the descriptive object. In our opinion, the characters in the description are the components (micro theme). Together they form a whole - pictorial text. Therefore, the description takes into account the amount of the described object symbols and its illumination for the calculation of micro themes.

### Result and discussion

The level of coverage of the main idea was determined based on the following rules:

a) if all the micro-themes in the description are aimed at revealing the main idea, then the assessment is made "the goal is fully achieved";

b) if 1/3 of the micro-themes are described according to the selected main idea, the grade "partially achieved" is given.

g) if the description was made without taking into account the selected idea - the idea was assessed as "not implemented".

"Here on the wall hangs a TV. Television is an electronic device with a screen. TV helps us relax after a hard-working day. Inside the TV there are tiny diodes and circuits. "

The narrative sequence of the expression of ideas is also important in the process of composing descriptive text. In this regard, we consider the following order of image representation to be appropriate:

a) the sequence of ideas and descriptive characters in a certain logical order;

b) the degree of importance of the described characters in the structure of the object;

(g) The description of the characters in the description may be in the order from parts to parts or from parts to parts.

"The device in front of us is this television. All people watch TV. There is no family in a world where there is no TV. On television, we watch Information Programs, News, documentary, and movies, interesting shows, and TV series. New generation TVs are light and flat surfaces. He spends a great deal of energy. Now it is fixed in all rooms. It looks like a box. The back of the TV is made of plastic, the surface is made of a plasma screen. You can see the factory brand on the back of the TV. We watch it every day.

Placing characters in a specific sequence when forming descriptive text does not ensure that it is linked. In the process of depiction, it is necessary to identify and clearly indicate the relationship between the characters. If the characters in the descriptive text are placed next to each other and there is no connection between them, in such cases the descriptive text is divided into scattered parts and the connection in the description is broken.

"A television is an electronic device that receives waves and converts them into images and sound. (Function). The television consists of a light-conducting thin, flat-screen (structure). It hangs on the wall and shows images. (Location and characteristic). There's a metal twist on the back of the TV. (structure). There are different sizes of TV (size). Inside the TV there are circuits with circuits. (structure). It works with the help of an electric current and receives waves, turning them into images and sounds. (Function). The TV screenplays the main role in the transmission of images. (structure). Behind the TV was placed a factory sign. (structure). Television is a part of our life and it helps us in our chorus release (function).

From a syntactic point of view, the fact that the independent sentences in the descriptive text are closely related to each other is a sign of its coherent integrity. Therefore, in assessing the work of students, their consistent integrity, the presence of sentences at the beginning and end

of the text, descriptive sentences. the means of linking between, the presence of paragraphs were also analyzed.

“TV will be big and small. He shows the whole world. There are different models of TVs in the stores. You will never be bored with television. Nowadays, the offices are equipped with both TV sets. Even the spaceship also has a TV. ”

The amount of the next criterion-grammatical errors in the methodology of analysis of written works and their characteristics.

In analyzing students 'descriptive work on this criterion, we focused on errors in constructing pictorial-type monologues. A characteristic of this type of error is given when describing the results of the analysis of the work done by the students.

“The TV is made of transmitting sound and images. Its shape is rectangular. It is made up of a plasma screen and plastic. It is interesting. Television serves humanity. He is a part of our life

As a result of the above analysis, it should be noted that students have the ability to express their thoughts in the language they are learning. Raising them to the level of proficiency should be one of the important tasks of the English language teaching process.

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