

Challenges and Opportunities in Oral Speech on the Basis of Creative Assignments

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ABSTRACT

This article provides information on the difficulties and possibilities of teaching oral speech based on creative tasks

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INTRODUCTION

English language classes and readers in oral and written speech in the development incomparable great potential it has. This lesson of literary reading, talking, reading, the text explained, mind to get, re - hikoyalash, the text of the plan 's drafting, the game is separated in part, nomlanmagan to the game title to find, the works of the author , or to the heroes letters - write, literary works or literary-critical article review writing such as various different activities there. In this aspect, the speech of the following type is to learn you need:

1. **Oral speech:** this is a sound colloquial is, more tone , and various gestures with characterized.
2. **Written speech:** Letters and words for certain of qonuniyat on the basis of mutual birikuvi, punctuation marks, are abzas and the paragraph by done will increase.
3. **Inner speech:** the person's own in to speak passive speech is, the second person of participation require does not.
4. **Foreign speech:** to others, directed and controlled to be can which an active speech.

RESULTS AND DISCUSSION

Human speech, using their thoughts, feeling-feelings and wishes expresses and others' thoughts, feeling-feelings and desires understands. Speech oral and written form will be. Oral speech is usually colloquial speech is, tone , and gestures to be related. In which complex grammatical devices and the united speeches

rarely used.

School taught all subjects the reader speech development is focused on. Native language of science while it is in this regard most important subjects is listed. Readers of oral and written speech, the culture of the development of the main factors of one – all science teachers students of speech a regular track that it is impossible to go to. In this work the initial class starts and thus, the Uzbek language and English language teacher the important role he plays.

Different environment of the children of the spiritual results and speech has a strong effect shows. Some families, parents and kindergarten caregivers, primary school teachers, children's speech to the positive effects shows and children's cultural, literary speech skills they take. Some families and in kindergarten ignore because children's culture of speech to learn of a possibility deprived will be, that while of them to fullness and cultural prominent person is the growth of the negative effects shows.

This is the reason for children 's speech skills from his childhood to the development of the great attention you give should. English language teacher students artistic works of teaching through their literary speech provide the development of. English language classes to students of speech growth both self - originality , that is, the teacher in the lesson the students artistic works of reading, mind get, talking to speak to skills development through their grammar rules and words in the art of the position will attain.

Readers of oral and written speech, the culture of the development of English language teaching on the quality depends. Speech culture development in the lessons, vocabulary exercises, retelling the story statement, essay , such as sessions to conduct both require will. The English language in the lesson speech development on special exercises whole English language course during will be held.

Educational oral and written speech skills formation for a plan drafting, the content of brief notes to take, outlines and essays to writing in addition, their works of reading and life experiences also attention to give you need. Readers of speech, the development of long continue that process is, this process is consistent and permanent occupation require will.

Speech teaching the following principles are based on:

- a) Information linguistically material of conscious perception to , and the creative to repeat to rely on.
- b) Study of a subject as life and the English language with associated.
- v) Listening, speaking, reading and writing relationship.
- d) Logical, semantic and pronunciation content is continuous.
- e) Readers of the oral speech, natural speech, the shape of the draw and in them learning for necessary is that true speech skills formation for problem-solving method to apply.
- f) New speech material, the speech of the content and to the form of interest wake.
- g) the grammar on speech skills development (speaking of development, slightly ahead went and speech adopters preparation see).
- h) “Sound environment” not only the teacher of the words, but the voice of writing the main types of both to add.

English language classes in readers of oral speech development of teachers leading role assumes. This process of oral speech, the content, materials and teaching methods set if you, the readers skills into account are taken. Native language of science and modern technical means of the use of the necessity and students of the interest to increase, their grammatical knowledge , not the later request is. Readers of oral speech development when they say, them listening to , and speaking in the context of speak to to teach is understood.

Speech at the ear with the perception of difficulty:

1. **Phraseology:** Speech flow phraseologyso for his vocabulary unit know also consistent in the text the idea that understanding does not guarantee.
2. **Sound and visual verbal images , the difference in:** Students oral material every time, both on and take I can't.

3. **Sound environment:** the speech to hear through reception in fatigue visual and receive to than more is.
4. **I check out speed:** Speech perception to her , I check out rate, visual aid of the presence or the absence of effects makes.

Listening and oral speech, to teach methods:

1. **Visual aid:** A student speaker if you see, his articulation the track, student speech, the members of itself, similar in a way to fit it comes in, this speech perception to facilitate.
2. **Special exercise system:** Listening skills develop to special exercises for the system, as well as, other speech activities with in conjunction held.
3. **Oral material** This exercise students new to the topic with going to do and the language of sound properties for studying help , will.
4. **Information from the ear by the perception to prepare:** being listening before the teacher the students plan a writing or a plan that gives you, listening at the time of the plan and work the material and writing take up that makes.

Oral speech evaluation criteria:

1. **The speech content and consistent ministry:** Readers phonem we hear that, the dictionary of the richness, oral speech stylistic and intonation culture check.
2. **The school of the overall speech - style:** Readers speech activity how active and involved I was.
3. **The word wealth:** Student active in the word of wealth and its meaningful speech work out ability.

Oral speech forms and development:

1. **Monolog and dialog:** the students monolog speech to teach (and re - story to do, messages, reports , and others) and dialog speech to teach process.
2. **Consistent speech:** 4-7-in the class of coherent speech development are the main form of re - the story is to make. Speech of each are always the audience directed if it is, the audience reaction to quick answer to give required are.
3. **Oral presentation:** speech of its own specific action, of thought, development, culmination point and the conclusion be should.

SUMMARY

English language classes and readers in oral and written speech development for the wide opportunities it creates. The teacher in this process, readers interest and needs into account taking, them with consistent and effective training be conducted should. This with along, technical means of the use, readers grammatical knowledge of their time, increase and speech skills strengthening for various methods to apply required are.

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