

THE BIBLE'S VIEWPOINT

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Annotation

Information about the activities undertaken in the development of oral and written discourse in teaching Uzbek as a foreign language and the methods used to teach English to foreign citizens available.

Keywords: Uzbek, oral discourse, teaching process, speech development, methods, methods, reading skills, Ison.

Introduction

(Matthew 24:14; 28:19, 20) The development of oral and written discourse in teaching English as a foreign language is the basis for effective language learning, and the Uzbek language is not necessarily a foreign language. In this article we will discuss the factors that contribute to the development of oral and written discourse in teaching English as a foreign language.

Teaching English as a foreign language requires the development of oral and written communication skills. These factors that contribute to the development of speech include tuning both from the point of view of the language itself and the individual abilities of the reader .

It is a social creature where people interact and interact with one another continuously. Therefore, it is important to develop situations where students can actually communicate in a foreign language. Supporting this idea, an argument is presented in Bygate: "Our readers often need to be able to speak with confidence in order to carry out their most basic operations. It's the skill that makes them the most appraised and makes or loses friends through them.

At a large stage of secondary school, the problem of developing students' oral discourse is becoming increasingly important because the purpose of speech education works as a means of communication. Today, the goal of modern school is to form a multicultural identity of students, which involves developing a certain amount of knowledge of a foreign language, not only understanding but also the ability to communicate freely in it.

As O. A. Biryukova and D. V. Semenova noted, "In modern methodology, the development of the ability to create your own oral discourse in monologue and dialogue forms is defined as the main objective of teaching a foreign language and is expressed through the concept of a foreign language. Communication competence is known to have a very complex multi-component structure."

Oral discourse takes a lot of time and effort from a student as an effective process because it also requires coverage of language, speech and communicative competencies.

As a type of communication activity, it must be an unpunished part of each lesson. The main purpose of teaching students a foreign language is to have basic speech structures that correspond to the boundary level of knowledge on the Scale of European Language Competence. Speech training is based on topics that meet the true needs and interests of high school students.

The development of oral discourse in English includes listening to oral discourse and speech skills, and there are a number of factors that contribute to its development as a foreign language in English:

1. Dictionary: To communicate effectively in any language, a strong dictionary is needed, and the Uzbek language is not the exception. Readers need to develop a broad vocabulary to express themselves effectively and understand others.
2. Pronunciation: Correct pronunciation is very important for accurate communication in English. Students should have an understanding of the rules of pronunciation in English and regularly exercise to improve their skills.
3. Listening skills: strong listening skills are essential for effective communication, and students need to understand the oral English language in order to engage in conversations.
4. Grammar: Uzbek grammar can be complex, and students need to understand its rules and how to use them to make consistent sentences.

Factors for the development of written discourse in English include such skills as reading and writing written discourse, and there are a number of factors that contribute to its development as a foreign language in English:

1. Reading skills: reading is very important for increasing vocabulary and improving understanding of the written English language. Students need to exercise regularly to develop their reading skills.
2. Writing Skills: Writing is a complex skill that requires practice and feedback to improve. Students should learn how to effectively compose sentences and paragraphs, use appropriate vocabulary, and understand the rules of English grammar.
3. Spelling and punctuation marks: good spelling and punctuation marks are necessary for written communication in English. Students must understand and regularly practice the rules of Uzbek spelling to improve their skills.
4. Vocabulary and grammar: To communicate in writing in English, as in oral discourse, you need to understand the rules of extensive vocabulary and grammar.

In conclusion, the development of oral and written discourse in teaching English as a foreign language requires a combination of factors that include dictionaries, pronunciation, listening abilities, grammar, reading, writing, spelling, and punctuation. By focusing on these factors and giving students

the opportunity to practice and get feedback, teachers can help their students develop strong communication skills in the English language.

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