
**TYPES OF SPEECH ACTIVITY AND DEVELOPMENT OF STUDENTS
SPEECH SKILLS IN TEACHING FOREIGN LANGUAGES IN THE FIELD OF
RURAL AGRICULTURE**

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Annotation:

This thesis analyzes the choice of a specific style of teaching foreign languages to students studying at higher institutions of rural agriculture, the correct distribution of study time, the correct use of special dictionaries, the correct selection of special texts, independent thinking of students, oral statement of their thoughts and clear and correct expression in written forms is shown that they are the main sources of speech development.

Keywords: International exchange, correct expression, speech competences, socio-political, advisable, consolidation, comparative study.

Introduction

Nowadays, the need for studying and teaching foreign languages has increased. It is known that English, German, French and Spanish are the languages of international exchange of ideas. Choosing a unique style of teaching students foreign languages, correct distribution of study time, appropriate use of special dictionaries, correct selection of special texts, independent thinking of students, verbalization of their thoughts and clear and correct expression in writing forms in which they are the main sources of development of speech skills and competencies. It is clear to us that when teaching foreign languages, types of speech activity are mainly used, i.e. listening comprehension, speaking, reading and writing, therefore the learning process must be fully provided with basic and additional materials. Teaching foreign languages in higher educational institutions consists of familiarizing students of each higher agricultural educational institution with the necessary number of agricultural terms to prepare them for independent use of specialized literature, conducting agri conversations with students on everyday, socio-political, and special topics and it is advisable to develop writing skills.

The most pressing task of today is to raise a person who is mature in all respects and capable of thinking independently. For the development of independent Uzbekistan, which strives to take its rightful place in the world community, it is important for every agricultural specialist to be fluent in foreign languages when working with foreign agricultural cooperation. In order for students to be able to use a foreign language in practice, the teacher should give them certain knowledge of the foreign language and increase the necessary agri vocabulary, teach them how to compose phrases and sentences from words, create speech situations, and analyze independently.

To develop oral speech skills without preparation in conditions of free discussion and exchange of ideas in the classroom, to stimulate the mental activity of students based on questions that require different answers of an analytical nature, to increase their activity in acquiring knowledge, to master phonetics and grammar. and vocabulary. As a result of consolidation of knowledge, as well as in-depth study of specialized texts and the presentation of their content, the student develops creative thinking skills, and the student strives to participate more actively in the lesson. As we know, in each of our practical classes there are texts related to the specialization. First of all, the teacher introduces students to unfamiliar agricultural terms, words and phrases of the new text and explains them. In this way, you can increase the student's vocabulary, expand the range of his thinking and be able to easily translate topics or assignments. To develop students' oral speech in the classroom, you can use the following resources:

1. Comparative study of topics identified according to the lesson plan, based on questions and answers and discussions.
2. Familiarization with newspaper materials relating to the socio-political and cultural spheres, exchange of ideas with daily news from our republic and the international level.
3. Solving problems related to specialization on given issues.
4. Independently read and analyze works of art, and the teacher explains their essence based on the student's opinion.
5. Create speech situations and dialogues based on new words and phrases used in the lesson.

Such tasks increase students' interest in foreign languages and develop their speaking skills. For example, a self-study guide that is one of the resources used during a lesson should consider the following teaching objectives:

1. Selection of examples close to specialization from the works of representatives of foreign literature.
2. Developing oral skills for free discussion and independent thinking.
3. Read the literature with deep analysis and understanding.
4. Increasing students' interest in the language.
5. To expand the types of assignments to strengthen students' knowledge of phonetics, grammar, lexis.

For independent reading, stories and novels of foreign literature are also selected by the teacher and provided with a system of tasks that have the above-mentioned goals in mind:

1. Creating new words of the text and speech situations based on them.
2. Answering questions.
3. Tell the summary of the text, its social essence.
4. Performing phonetic, lexical, grammatical exercises involving the words of selected texts

The system of tasks created for independent work increases the student's interest in a foreign language, helps them acquire spoken English, listen to and understand their speech, correctly use question answers, use different words, phrases, constructions in speech. develops application skills. The teacher should properly organize the lesson, taking into account the skills of the students. Experience shows that if students learn a foreign language in pairs, language acquisition is easier. Learning the language by dividing into groups, exchanging ideas and making recommendations on various issues during the course of the lesson, strengthens the skills and competences of oral speech. This way of working increases the students' independent language learning skills, and allows the teacher to choose and develop the students' active way of working. Thus, in the learning process, a key learning factor is to increase the student's ability to think positively. Because positive thinking is considered, one of the most important factors in achieving harmony between material and spiritual life. Therefore, in the pedagogical process, it is necessary to focus on the fact that a person has the ability to think positively. The formation of a person's ability to think positively is put on the agenda as an important vital necessity in today's conditions of globalization. Satisfaction of this need is achieved through pedagogical and psychological measures. Activities aimed at developing a person's ability to think positively require clear, purposeful, consistent, continuous and systematic management.

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