
**EFFECTIVENESS OF ORAL SPEECH EXERCISES IN ENGLISH
LANGUAGE LEARNING ACCORDING TO PHILOLOGICAL PERSPECTIVE**

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Abstract

The main goal of this article is to analyze and study the methodological features of the formation of "speaking and listening comprehension skills", which are a component of the activity of oral communication in a foreign language.

Key words: Communication, speech, listening skills, analysis, activity.

Introduction

Analysis of oral speech exercises in English language classes of secondary general schools plays relevant role in teaching. After gaining independence, the Republic of Uzbekistan created a development model country, taking into account its own social and political traditions. One of the most important conditions for the development of any country is a well-functioning education system. As the educational system ensures the formation of a highly developed, social and personal activity, it should be able to raise it to a high level with the ability to function independently in social and political life of people. By 1997, on a national basis the developing model called Personal National Program as well, Conceptual paths and specific details, mechanisms for radical training, reform of the education system and training of personal was developed there.[1]

The Main Part

The development of students' oral English language begins from the day the child first steps into school, that is, from the period of literacy training. Speech skills are demonstrated as a result of consistent and regular practical work. Therefore, the teacher should pay attention to the development of students' speaking skills in every lesson on grammatical understanding in the English language class. To achieve this skill, first of all, it is necessary to ensure that the speech is concise, simple, fluent and meaningful. Therefore, the development of oral and written speech of students in primary education is considered the main task of the English language class. In the method of teaching the English language of primary classes, the types of exercises from connected speech have a practical appearance, they are conducted without theory, based on a clear plan, i.e.:

- fluent perfect answer to a specific question;
- various task exercises that activate the vocabulary;
- an observation, a picture or a creative story of the student on the given topic.

In addition, the use of speech exercises based on pedagogical technology teaches children to think independently and enriches their speech with new vocabulary.

Oral speech exercises play a crucial role in the acquisition and mastery of the English language, particularly within the framework of philology, which examines the historical, structural, and functional aspects of language. From a linguistic and pedagogical standpoint, spoken exercises facilitate phonetic accuracy, syntactic fluency, and semantic competence, bridging the gap between theoretical knowledge and practical communication.

1. **Phonological and Articulatory Benefits.** Engaging in oral speech exercises enhances learners' phonetic precision, reducing interference from their native phonology. Repetitive drills, minimal pairs, and intonation practice aid in the internalization of English prosody, contributing to more natural speech production.

2. **Syntactic and Morphological Fluency.** Regular oral exercises reinforce syntactic structures and morphological patterns, allowing learners to produce grammatically coherent utterances. Sentence reconstruction, role-playing, and interactive dialogues provide contextualized practice, aligning with the natural process of language acquisition.

3. **Pragmatic and Sociolinguistic Competence.** Beyond grammatical accuracy, oral exercises foster pragmatic competence—the ability to use language appropriately in various social contexts. Engaging in discussions, debates, and storytelling activities enhances learners' ability to navigate register, politeness strategies, and cultural nuances.

4. **Cognitive and Affective Impact.** Oral exercises reduce foreign language anxiety by promoting active engagement and immediate feedback. From a cognitive perspective, speaking reinforces memory retention and retrieval, accelerating the shift from passive recognition to active usage.

It is one of the didactic requirements to regularly check how pupils master the knowledge of the English language in primary education. In the curriculum of state educational standards, there are separate requirements for the knowledge, skills and abilities of pupils for each stage of primary education. Therefore, in four years, it is emphasized that pupils should be able to write a text of 40-50 words per minute in terms of reading techniques and 35-40 words in terms of dictation writing skills based on the following requirements:

- not to make a scientific mistake
- the accuracy of the given comments
- accurate and precise presentation of vocabulary.

These requirements impose responsibility on the English language class. Each lesson ensures the quality of pupils' knowledge and in turn, the extent to which they can use the skills being developed. Consistently checking normative knowledge, skills and qualifications is carried out on the basis of these requirements. At first stage of research, the reading skills of pupils to learn new material and to assess the effectiveness of the methods used at lessons has been determined.

The oral and written form of testing the acquired knowledge is widely used in the school experience. The aspects applied in both forms are carried out in two ways:

1. Checking on a daily topic.

2. Examination of final knowledge and skills.

Although the acquired knowledge, skills and abilities of the English language in primary grades are checked orally or in written form, the pupil is assigned one general grade. This includes the followings:

- grammatical accuracy in pupils' knowledge
- level of adherence to spelling rules
- application of acquired knowledge to written speech (dictation).

In the oral examination of English knowledge, methods such as "question-answer", "option test", "logical thinking", "search and find" are used widely, as well for the written examination, mainly dictation, lexical-grammatical and word formation, copying and writing tasks related to knowledge are organized. In addition, during the academic year, depending on the nature of the training, the same dictations and tests are held several times. The State Education Standards Curriculum shows the number of words in the dictations to be checked as follows:

Regularly checking knowledge, skills and abilities of the English language increases pupils' literacy, improves the ability to carefully study theoretical knowledge of the language in order to acquire the culture of speech. Memorization of English poems also plays an important role in the development of pupils' oral speech in English classes in primary school. The main purpose and importance of memorizing poems to children is to educate them in love for poetry, artistic taste, and to form the perception of the best examples of poetry.

Also, the importance of memorizing poetry in providing aesthetic education to children is huge. Poems are mostly simple, easy for elementary school pupil, that is, they are taken from their life, they are poems about fun games, toys, pets, nature. When memorizing a poem, the educator faces a number of tasks:

1. To ensure that all children remember the poem that read.
2. Ability to arouse and strengthen children's interest in poetry.
3. To help them understand the content of the poem and the meaning of some difficult words in it.

4. Teaching to tell the poem expressively in front of the audience.

All these tasks are performed simultaneously. When choosing a poem for memorization, it is necessary to pay attention to the age and psychological characteristics of pupils and their ability to remember. In order to memorize English poems, it should be taken into account that the poem should not be too large in terms of size, not more than 1 paragraph in the first grade, not more than 1-1.5 paragraphs in the second grade, and not more than 1.5-2 paragraphs in the third and fourth grades should not exceed.

Before organizing a poem memorization exercise with pupils, the teacher should determine which of the pupils in the group memorize quickly, which slowly, which carefully, and which loosely. For example, memorizing the poem "Bear".

Program content. To introduce children to the content of the poem, to help them understand and memorize its meaning. Teaching pupils to recite poetry in front of their peers.

The most important thing for a teacher is to interest students in their subject. The English lesson was conducted in a very interesting way. Pupils are also very active in class. The classroom is also very beautiful, enriched with various exhibits, the teacher used an electronic television. According to the insistence of the English teacher, pupils do not write down, but quickly memorize what they see and hear. That's why I use multimedia more in my lessons. Thus, pupils can memorize more than ten English poems in one year. They are also able to answer various questions quickly and accurately that asked by the teacher.

Knowing so much is the greatest achievement for first-graders. If pupils follow their interests, they will master the English language perfectly by the time they graduate from school. Also, teaching pupils synonyms, antonyms, and words will increase their speech. Synonyms are words that have different pronunciations and spellings but have the same unifying meaning. A group of words connected with such a common meaning constitutes a synonymous line. Such words consist of two or more words.

For example, poor, needy, meaningless, bad, weak, unhappy, impoverished.

Synonyms enrich the language lexically. The more synonyms there are in the dictionary, the more expressive the language is. The English language is rich in synonyms. Although knowledge about synonyms is given in primary education, it is formed with the help of exercises about synonyms. Starting from the 3rd grade, pupils are taught to find the meaning of the given words.

For example, finding words such as Learn, Joy, Brave that are called by another word. Learn, study, read, discover, gather; delight, pleasure, happiness; they are called strong, intrepid, unafraid.

Teaching antonyms means opposite, contradictory words. Antonyms are found in words that mean a name, a sign, an action - a state, a sign of an action. For example, black-white, big-small, poor-rich, happy-sad.

One of the main qualities of a modern teacher is his dedication to his profession, his love for his profession, which distinguishes him from other professions. Because it depends only on the teacher to carry out education and training at a high level at school. One of the important requirements for a teacher is that he should have a deep knowledge of the subjects he teaches, and master his methods. His in-depth knowledge of the subject and its theory and his ability to convey it to the pupils in an interesting way increases children's interest in this subject. The more a teacher is a master of his profession, the higher his reputation will be. Pupils not only appreciate the ability of the teacher to convey his knowledge to children, but also appreciate his dedication. The high culture of the teacher, the range of knowledge, helps him to successfully carry out his educational work.

Another important requirement for the teacher's profession is to love children, be interested in their lives and respect each person. A true teacher can only be a person

who loves a child, who can mobilize all his strength and knowledge to educate them as the future of children, loyal citizens of the Motherland. A person who is indifferent to a child, is not interested in his future, and teacher who is indifferent to the teaching cannot be a real teacher.

Conclusion

Knowledge of the socio-cultural sphere consists of knowledge of national and cultural identity, including the phenomena of intercultural communication, through the acquisition of communicative skills. Pupils' language knowledge, speaking skills and mastery of the qualification is assumed. In a speech situation, it is necessary to know how to freely use language tools, to describe, to tell a story, to reason, to express one's opinion (monologue), to perceive and understand the speech of others (dialogue), to notice the content of a text in a foreign language. In terms of communicative competence, pupils should have the following practical knowledge: use language material in a speech situation; being able to think in prepared and unprepared monologues and pairs; such as mastering the types of reading (acquaintance, study, observational reading), getting information by reading the original and adapted text. The analysis of the research shows that the educational aspect of playing the game in English is strong. For this reason, playing role-playing games in English is widely used. English educational role-playing games are the most interesting activity for pupils as well the best exercise and tool for the teacher to activate the pupil's listening comprehension, speaking, reading, writing, assimilation and strengthening of language materials. Pupils play games with interest, strive to win, teachers provide education through them.

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