

qo'llash imkoniyatiga ega bo'ladilar. Maktab o'quvchilarining o'zlari qimmatli o'lka tarixi, leksik, grammatik materiallarni o'z ichiga olgan kerakli ma'lumotlarni topadilar, bu maqsadlar uchun nafaqat darslik, balki boshqa ma'lumot manbalaridan ham foydalanadilar.

AKT texnologiyalari. An'anaviy ta'lim tizimi o'z o'rnini yangi axborot-kommunikatsiya texnologiyalariga (AKT) bo'shatib bermoqda. Bugungi kunda bir yoki bir nechta xorijiy tillarni bilish zamonaviy ta'limning ustuvor yo'nalishlaridan biridir. Chet tillarini bilish, zamonaviy axborot texnologiyalarini bilish jamiyatning intellektual, yuksak ma'lumotli a'zosi bo'lishga ko'p jihatdan yordam beradi, shuning uchun ham AKTni bilish va egallash yosh avlod uchun, o'qituvchilar esa ta'lim faoliyatini yanada samarali tashkil etish uchun majburiy bo'lib qoladi. xorijiy madaniyatni o'zlashtirish jarayoni. O'quv jarayonida kompyuter o'quvchilarning kommunikativ qobiliyatlarini rivojlantirish, tarbiyalash, shakllantirishning ajralmas vositasiga aylanib bormoqda.

Bugun asosiy e'tibor talaba, uning shaxsiyati, o'ziga xos ichki dunyosiga qaratilgan. Shu sababli, zamonaviy o'qituvchining asosiy maqsadi - o'quvchilarning o'quv faoliyatini tashkil etishning maqsad - shaxsiy rivojlanishga eng mos keladigan usullari va shakllarini tanlashdir. Ta'limning innovatsion shakllari maktab o'quvchilarining o'quv faoliyatini tashkil etish va faollashtirishga yordam beradi, o'rganish samaradorligini oshiradi, ingliz tili darslarida qulay mikroiklim yaratadi.

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## **PRACTICALITY OF PRODUCTIVE SPEAKING SKILLS IN ESP AND EGP**

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**Abstract.** *this scientific paper mainly focuses on dealing with the boosting speaking ability as well as communication skills in English for Specific Purposes (ESP) and in English for General Purposes (EGP). On the top of that simplest methods are implemented to make students aware about gaining productive speaking skill. Additionally, the ways which ought to be stressed in speaking are aforementioned. In this way, some distinct problems have been solved in this article. A great number of offers are highly recommended to experience into practice in such a way.*

**Key words:** *ESP, EGP, speaking skills, learners, communication, interaction,*

### **Introduction**

It is frequently claimed that learning and teaching English is such a good means of a free communication. In order to interact, especially, communication speaking skills play a key role in it. To be more precise, clear date is provided about what speaking really is. We are obliged to admit that learning English language is vitally important nowadays because of globalization. It is the milestone for better communication among public and speakers either specialists or not. In today's world, English is a key for technical progress as it enables the rapid growth of information and finding out solution to the frequent

global issues. Every kind of specialists in a different science field must properly make use both ESP and EGP so as to communicate in any sorts of specialized and non-specialized subject areas for professionally-oriented exercises and activities.

It is also known that Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. In speaking, there are a great many ways to enhance this ability. When it comes to two basic purposes, mainly English for specific purposes (EGP) and English for Specific purposes (ESP) are particularly distributed according to their ways. For having more information about speaking skills, here it should be stated that both of them are discussed.

### **EGP and ESP**

English for Specific purposes can be simply described as the opposite of English for General purposes. English for General purposes is the language that is used every day for ordinary things in a variety of common situations, therefore English for Specific purposes is language used to discuss specialized fields of knowledge. **(Bowker)** [3, 353 p] In any ESP classroom, the reason the students are studying English is clear, and it is aligned with their future goals. It can be assumed that many if not all of the students enrolled in the aforementioned discussion and debate class do not, or will not go on to become professional debaters in English debates. What is important to note is that the skills taught in these classes should be applicable to any situation in which the student will use English. The idea of turn taking, building opinions, making points and counterpoints against an opponent, are all useful in English conversation, but the true purpose, the specific purpose, that these students have for learning discussion and debate skills is not clearly evident.

*The most important EGP features are:*

1. the focus is often on education;
2. as the learners' future needs are impossible to predict, the course content is more difficult to select;
3. due to the above point it is important for the content in the syllabus to have a high surrender value.

*The most relevant ESP features are:*

1. the focus is on training;
2. as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;
3. it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;
4. the aim may be to create a restricted English competence. [1, 51p]

However, general skills are not part of a specific purpose. One of the benefits of ESP teaching over EGP is that if a student has a desired outcome or use for the English he or she is learning, that student is often highly motivated. They want to become proficient to achieve their accomplishments. Stevens claims that one rationale for ESP is that "it is relevant to the learner." (Dudley-Evans & St. John) Sometimes, EGP students may lack the focus their ESP counterparts have.

The four elements of speaking skills in the context of interactions which have main focuses on improvement of communication in both ESP and EGP. These elements are listed below.

#### **Vocabulary:**

To develop speaking skills, firstly need to know the right words. Vocabulary development commences the onset of the speech. It should be basically correct whether it is complex or simple ones. Vocabulary development is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation. If they understand what the other person is saying and they know what vocabulary to say back, they are halfway there to communicating effectively.

#### **Grammar:**

A majority of people consider that grammar is something only needed for written language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

#### **Pronunciation:**

~~Understanding how to correctly~~ Understanding how to correctly pronounce words is another significant element of speaking skills. It is learnt how to pronounce words by listening to those around us, for instance, parents, friends and teachers.

Pronunciation varies from country to country, and even city to city!

A lot of this comes from phonemic awareness. This involves understanding the small units that make up spoken language. English can differ quite a lot compared to other languages. Some phonemes might not be in EGP students' native languages and children's minds are trained to categorize phonemes in their first language, so it can become confusing. Developing this ability in English can come from playing language games and using songs and poems to reiterate rhythm and repetition. Phonics is where students start to see the relationship between the sounds of spoken language and graphemes which are the letters and spellings representing sounds in written language.

### **Fluency:**

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practicing speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of spoken language.

**Fluency** is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding your students to read passages out loud. You could also get your students to read aloud in front of the class. This builds their confidence and also helps them to announce better. The more fluent students are in English, the more interesting, exciting and insightful conversations they can have.

### **The learners and their purposes in speaking**

The learners and their purposes for learning English speaking constitute the major difference between ESP and EGP. ESP learners are usually adults, who are familiar with the English language. They can communicate in English more effectively rather than EGP learners. ESP learners are highly motivated because their needs are catered to speaking. They have informed about key features in speaking skill. Even if this mode of learners can scrutinize the latter ones. They are learning the language in order to communicate professional information and to perform some particular, job-related functions. In ESP course, it is needs analysis that determines which speaking skills are useful for the learners to be able to accomplish certain professional tasks (e.g. for a tourist guide, courses should be focused on the speaking skills). ESP courses are focused on the context. The English language is taught as a subject related to the learners' real needs and wishes in a particular field of human activity. The English language is usable immediately in the employment context. The learners are highly motivated as they are aware of their specific purposes for learning English. (cf. Chris Wright, 1992) The age of EGP learners varies from children to adults and learning the English language is the subject of the courses. EGP courses are mostly focused on grammar, language structure and general vocabulary. EGP courses are responsible to the general language acquisition and, for the vast majority of learners, they are extremely useful. EGP helps in speaking students to cope with any subject-matter course. It gives them the ability to generate more language and accumulate the distinct keys to develop speaking skill. EGP learners, if well-taught, can use English to cope with the language in any undefined tasks. EGP courses deal with many different topics and each of the four skills is equally treated. Due to the general nature of these courses no needs analysis is conducted.

### **Conclusion**

At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve in speaking. Teachers nowadays, however, are much more aware of the importance of needs analysis, and materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general speaking.

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## SPEAKING COMPETENCIES IN A FOREIGN LANGUAGE PSYCHOLOGICAL- PEDAGOGICAL AND DEVELOPMENT LINGUODIDACTIC PROPERTIES

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**Annotation:** *The task of the Strategy for the Further Development of the Republic of Uzbekistan is to “nurture independent-minded, strong-willed, loyal youth, deepen democratic reforms and increase their social activism in the development of civil society.” Expanding the independent thinking capacity of future English language teachers requires active, inquisitive and up-to-date coherence in our developing country as a result of radical reforms.*

**Keywords:** reform, change, language teaching, pedagogical, psychological, educational.

**Introduction:** Therefore, in teaching, the scholars of the East have noted their scientific views on important aspects of the process of independent thinking, expression, and speech, and the scientific aspect of speech has been explained in detail in dictionaries, textbooks, and manuals. According to Farobi, when it comes to how to teach and learn, how to express, express, ask, and answer (thought), the first of these sciences is the science of language, which names bodies, that is, substances and accidents. The second science is grammar. It teaches how to arrange the names given to objects and how to construct wise words and speech that describe the location of substance and accident and the consequences. The third science is logic. He teaches how to place sentences according to logical figures to draw certain conclusions. With these conclusions, we learn what is not known and judge what is right and what is wrong”. It is a good idea to give students a reasoning based on the science of logic.

Therefore, they activate the vocabulary in their memory through their speech. In the "Explanatory Dictionary of the Uzbek language" "speech" "the use of language in the process of expression and exchange of ideas; is the process by which a speaker uses language tools and is a product of that process". In society, the way people communicate with each other takes place directly through speech. The use of language in speech enhances speech. The Pedagogical Encyclopedic Dictionary defines speech as "a form of human communication through language, which is not only a means of expression but also a basic mechanism of thinking." Using language tools effectively in the process of expressing themselves, they develop the ability to compose a speech based on the knowledge and skills they have acquired. Speech development is also determined by the degree of improvement in existing forms of speech.

In the textbook "Introduction to the theory of linguistics" by A. A. Abduazizov, "Speech - covers all aspects of the use of language and its symbols. Novels, short stories, stories, novels, etc. prepared for reading in written form. These tools for the development of speech have a positive effect on the student's mental development, as well as on the ability to think independently and express themselves freely through a creative approach. The views expressed in the manual "Methods of teaching the mother tongue", prepared under the leadership of M. Kadyrov, are relevant. “Oral speech is a normal conversational speech, which is more about tone and various gestures. It uses almost no complex grammar. Written speech is the process of