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

Farruh Bobokulov,

Fakhriddin Kholmuminov

Students of Samarkand state institute of foreign languages

Scientific supervisor: Mamayqubova Shakhlo Oblaqulovna

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

combining letters and words according to a certain pattern, punctuation, differentiating, and grammatically clear and understandable sentences". The process of composing an oral speech is easier than the process of composing a written speech. Written discourse involves the need for the learner to put into practice the knowledge they have acquired.

Indeed, oral assignments are an important tool in developing and developing speech. The opinion of T. Ziyodova is important here: "In order to develop students' writing skills, the principles of interdisciplinary and interdisciplinary coherence, continuity and continuity must be strictly adhered to, with the emphasis on increasing and enriching students' vocabulary, teaching them how to use language, and practicing written expression."

The perfection, clarity, purity and logic of speech are solved by the high level of mastery of the linguistics department and the use of words and morphological devices. "The lexicology and grammar of the language play a special role in the methodology of speech development, writes S. P. Redozubov. Lexicology is the study of words, and grammar is the study of the change of word forms and their connection in speech. The richer the students' vocabulary, the more developed their speech". Students will be able to use grammatical rules in the lexicology department of linguistics independently in both oral and written speech, using synonyms, conjunctions, antonyms, paronyms, synonyms, polysemous words and phraseological combinations of words that correspond to the meaning of the text. Depending on the form and meaning of the words, the types and meanings of the fixed compounds are determined in the sentences in the text.

It is no secret that speaking and listening are two closely related components of the phenomenon of oral speech. Speech is a type of speech activity through which (along with listening) oral communication takes place. E. I. Passov Listening is a specific and independent type of speech activity, which is considered to be incorrectly passive. As evidence, he cites V. F. Satinov's view that "listening is an active process, as it is focused on understanding, recognizing and comprehending new speech messages each time, involving a creative combination of skills and the active use of a correspondingly changing situation."

Before talking about the psychological and pedagogical features of oral speech teaching, it is necessary to describe speech and listening as types of speech activities. Speaking and listening, by the nature of communication, are directly verbal. According to I. Zimnyaya, these types of speech activities in humans are formed in the process of ontogeny and are ways of communicating with other people. However, this approach is not expected to be repeated for foreign language teaching. These two types of speech activity differ primarily in the role they play in the communication process. Speech acts as an initiative process that stimulates the reactive (response) processes of listening and reading.

Accordingly, according to the direction of the speech movement performed by the person, speech is a productive type of speech activity, that is, a person produces a speech message, and listening, on the contrary, is a receptive type of speech activity. Speech therapy involves speech-audio-motor analyzers that generate speech-to-speech and speech-motor programming. Listening has an auditory analyzer. It is known that speech has both oral and written forms. Oral speech exists only in the unit of time in which the speaker is speaking, and the speech ends when this process is over. However, the excitement of speech can be stored in the listener's mind for a period of time and can affect his behavior.

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GRAMMATICAL CATEGORIES OF ADJECTIVES IN NEW ENGLISH

Mamirova Noila Bahtiyorovna
A teacher of school № 40 in Jambay

Abstract: In this article we analyze an adjective is a word that defines, qualifies or modifies the meaning of a noun, or more rarely of a pronoun. It expresses a quality or attribute of the word it qualifies.

Key words: substantive, conjunction, descriptive words, comparative adjective

Many English words belong to more than one part of speech. Thus *hope, love, sleep*, etc., may be nouns as well as verbs; *chief; general, vegetable, etc.*, may be nouns as well as adjectives; *clean, dead, wide, etc.*, are adjectives as well as adverbs; *while* may be either a noun, a verb or a conjunction; *since* may be an adverb, a preposition, or a conjunction; adjectives as well as verbs. The examples are as follows: *They like black shoes*, the word *black* is an adjective, and in the sentence: *They black their shoes once a week*, the word *black* here is a *verb*. So it is not so easy to say whether a word is an adjective just by looking at it in an isolation or form. It should be understood that an adjective is a word which is used with a noun or pronoun to describe the animate or inanimate things designated by the noun or pronoun. In other words, an adjective is a word which functions as a modifier to describe a noun or other substantive and traditionally, an adjective has been considered as a part of speech and used to denote word classes. An adjective has some characteristics such as follows:

1. It can freely occur in attributive position as a pre-modifier of a noun, for example: a beautiful park, naughty boys.
2. It can occur alone after a verb as a subject complement, e.g.: The car is beautiful. My father looks old.
3. It can be preceded by very and other intensifying words, for example: The car is very beautiful.
4. It can take comparative and superlative forms whether it is inflectionally or by the addition of pre-modifier, e.g.: happy, happier, the happiest, and beautiful, more beautiful, the most beautiful.
5. Most of adjectives can be added with -ly to form adverbs, e.g.: happy - happily, beautiful - beautifully. However, not every adjective has these characteristics. A word can be considered as an adjective when it can function as an attribute or predicate and it cannot function as a direct object. Descriptive words are the prototypical modifiers. Descriptive words are moreover one of the foremost troublesome categories to classify, since they share numerous characteristics of either things or verbs. Descriptive words, being less well-established as a category, are a more likely target for alter. Descriptive words in English have two unmistakable capacities: they can be predicative (as within the beat is important) or attributive (as in modern verse). Within the previous case they are closer to the verbal conclusion of the continuum, because beside the copula verb they frame the verbal state, and within the last-mentioned case they may (but require not) be closer to the ostensible conclusion of the cline. There are different formal implies of recognizing between these two functions: it may be done by position, by pitch or stretch, or by emphasis. Within the history of English, there have been vital changes, which is able to be the most theme of discourse here

OLD ENGLISH ADJECTIVE

The period of the Ancient English is from 450 to 1150 and it is now and then portrayed as the period of full intonations, since amid most of this period the endings of the thing, the descriptive word, and the verb are protected more or less whole. An imperative include feature highlight of the Germanic dialects is the improvement of a twofold declension of the descriptive word: one, the solid declension; and the other is the powerless one. The solid declension is utilized when the descriptive word alone must bear the essential burden of demonstrating the development of the thing, and the powerless or non-distinctive descriptive word, or a possessive has as of now performed the office of case, number and sex sign. The Ancient English descriptive word has three sexual orientations: manly, female and impartial. It too has the same cases as on: nominative, genitive, dative, with the expansion of an instrumental within the manly and impartial solitary. It is necessary to mention only such distinctive endings as the masculine accusative singular *-ne*, the feminine genitive and dative *-re*, and the genitive plural *-ra* as illustrations of this point. In the sense that this