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TYPES OF SPEECH ACTIVITY ON THE EXAMPLE OF THE ENGLISH LANGUAGE

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Annotation. Slightly reasoning process has expressive and logical aspects, these makings are indissolubly linked with the perception of speech by ear. The instruments of speech insight by ear are well studied in science. The first instrument, which psychologists call language awareness. Convinced feelings are meant to rouse.

Keywords: audio text, listening, technology, knowledge, listening, methods, methodological rules, activity, goal, understanding, educational

Relevance. Due to the work of the internal speech device, the speech motion analyzer works during the understanding of the audio text. The level of understanding depends on the repetition of speech in inner speech. A person repeats what he hears by imitation. Reveals unfamiliar or difficult parts of the audio text internally, and the more repetitions in the language material, the less repetitions there will be. Therefore, it is recommended to combine spoken language and listening comprehension.

The comparison may be incorrect based on the person's previous experience, feelings and emotions. The listener's experience is understood as a trace created by the organs of hearing and speech movements in the brain. Recognition by comparison. The stronger the audio signal, the more active the recognition mechanism (preferably called the comparison and cognition mechanism). The exact opposite of what is heard is not preserved or restored in the brain, but only a trace. The name of the next mechanism is called anti-septic. Simply put, it's better to figure it out in advance. When this mechanism is activated, it is possible to know in advance the structure of the audio text (sentences or word forms) or its content.

Another mechanism is called logical understanding of audio text. Understanding, that is, logical understanding, occurs on the basis of analytical-synthetic practice of brain activity and in the context of other possibilities. The formation of these mechanisms develops students' listening skills. Listening skills are formed and developed only by performing the necessary exercises in a foreign language.

Purpose. The methodology differentiates between visual (pictorial) and verbal supports in

teaching listening. Maps, pictures, photographs, diagrams, terrain plans and other graphic materials are visualized. Verbal supports can be presented in the form of keywords, plan, headings, various questionnaires, allowing the listener to segment the text in accordance with the proposed method. It is important to teach schoolchildren to find landmarks in the audio text itself (intonationally highlighted words, headings and subheadings, words with logical stress, rhetorical questions, repetitions).

For the fruitful teaching of listening, the correct answer to the question of the feasibility of multiple presentation of the same audio text is of no small importance. Presenting audio text twice and three times in the classroom is advisable when setting up for a subsequent retelling or discussion of the text. Re-listening should be preceded by the formulation of a new practical task that mobilizes students for a deeper understanding. Both domestic and foreign methodologists traditionally suggest breaking the work on the text into the following stages: 1. Pretext. 2. Text. 3. Post-text. Teaching technology is the science of teaching technology. Why is the concept of technology introduced?

In this case, it is emphasized that teaching is carried out on a scientific basis. The teacher must have a body of knowledge about the forms, methods, means, content, methods of teaching, that is, a range of issues related to the controllability of teaching is touched upon. Special attention is paid to the diagnostically set goals, which guarantee the achievement of the result, constant feedback, and the reproducibility of the training cycle. The technology of teaching any kind of speech activity is as follows: familiarization (control), training (control), application (control). In a simplified way, teaching listening, following the three-step scheme presented above, can be represented as follows:

1. Briefing and pre-assignment.
2. Perception of the audio message.
3. Control of comprehension of audio text.

Materials and methods.

The labelled psychophysiological mechanisms of speech perception by ear are named by some names only for analysis. In speech, they are



expressed as a whole. As mentioned above, special time is devoted to listening comprehension and specific exercises. The emphasis is on teaching listening skills from the first hour of a foreign language course to graduation. In addition to the general requirements for the oral part of the curriculum, there is a list of sentences intended for listening comprehension only.

note that these are sentences that students only learn when listening to the teacher. Teachers also know that listening and comprehension of lexical and grammatical material is learned through speaking and reading. The teacher's exemplary speech is very important to the listeners. It is necessary to follow the methodological rules, for example, conduct a lesson in a foreign language. Reinforcement and repetition through listening comprehension and reading make this type of speech activity a learning tool. At the beginning of the lesson, most of the exercises designed to create an artificial foreign language environment are performed by listening.

Listening understanding exercises are the main part and the end of the lesson. Unlike other types of speaking activity, listening comprehension is achieved through instructional goals and tools while teaching a foreign language.

As a goal, practical study means obtaining information in a foreign language. The content of all oral and reading topics is assimilated by

ear. The same can be said for listening and understanding information received during speaking and reading. Considered as an educational tool, it is designed to study listening comprehension (vocabulary, grammar, pronunciation units).

It is also recommended to practice listening to male and female voices, listening to teachers and others, listening to the speech of young and old, listening with and without a speaker. In practice, different approaches to teaching listening are used. One is to teach language first, and then speech. According to this methodological idea, students practice knowledge of words, phrases and sentences, and then their attention is drawn to the content of the studied material.

Listening in this way is ineffective, time-consuming and therefore unacceptable. According to the second direction used by teachers, listening comprehension is directly related to the formation of speech skills. In the process of teaching speaking, reading and writing, students learn to understand what they read by ear, paying special attention to language material. This method is more efficient. It is well known that speaking and listening are two integral parts of speaking. The lexical and grammatical phenomena used in them are common. Therefore, when it comes to teaching listening comprehension, it is a good idea to practice listening while you are learning to speak.

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ТИПЫ РЕЧЕВОЙ АКТИВНОСТИ НА ПРИМЕРЕ ОБУЧЕНИ АНГЛИЙСКОМУ ЯЗЫКУ

Ключевые слова: аудио текст, слушание, технология, знания, аудирование, методы.

Статья исследует виды аудирования на примере обучения английскому языку. Используются методы дифференциации между визуальным и вербальным методами обучения. Для визуализации используются такие вспомогательные средства как: карты, диа-

граммы, картинки и т.д. Вербальные средства: в виде ключевых слов, названий, планов. Такая подача информации усиливает мотивацию студентов и приводит к положительным результатам.

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INGLIZ TILI MISOLIDA NUTQIY FAOLIYAT TURLARI

Kalit so'zlar: audio matn, eshitish, texnologiya, bilim, tinglash usullari.

Tinglashni muvaffaqiyatli o'rgatish uchun bir xil audio matnni bir necha marta taqdim etish imkoniyati haqidagi savolni to'g'ri hal qilish muhim ahamiyatga ega. Keyinchalik matnni qayta o'qish yoki muhokama qilishni o'rnatayotganda,

audio matnni darsda ikki va uch marta taqdim etish tavsiya etiladi. Qayta tinglash oldidan talabalarni chuqurroq tushunishga safarbar etadigan yangi amaliy vazifa tuzilishi kerak.

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ENGLISH AS A DISCIPLINE FOR FUTURE SPECIALISTS IN MEDICINE: CURRENT TRENDS AND REQUIREMENTS

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Reforms in the field of higher education in the country pose new challenges, applying to the demand for personnel who have mastered foreign languages and are able to use new skills and mobility. This puts up with urgent tasks for higher education, such as good knowledge of English by specialists of the medical field. The measures taken by the state policy to create a system of higher education in accordance with the requirements of international standards have great importance in training of highly qualified medical personnel. The demand for personnel who have mastered foreign languages and are able to use new standards and methods, as well as cooperation with foreign partners deserve special attention in modern labor market. The formation of knowledge among students of medical universities in English today is carried out using modern methods and standards. Based on the programs and other regulatory documents regulating the educational process of the university, it is advisable to establish the level of English literacy of the teaching staff, taking into account the requirements of the generally recognized international standards of the

Council of Europe "Pan-European competence of foreign language proficiency: study, teaching and evaluation" (CEFR-Common European Framework of Reference). According to the requirements and criteria for language acquisition, there are four indicators of the level of proficiency in a foreign language, namely: listening, speaking, reading and writing. At the same time, we should mention the so-called "English for special purposes" (ESP), which implies the use of English in a special direction and in various fields of science, that is, professional English. The specifics of the ESP program is intended for representatives of various professional fields, the purpose of which is to focus on mastering foreign languages with an emphasis not on grammatical aspects of the language structure, but on mastering the language itself, from the point of view of specialization and profession. This direction is especially effective for representatives of the medical field for their effective use of the English language in further improving their professional skills. The Organization of teaching English in the specialty subjects in the universities today, the targeted training of