Problems in Enhancing Oral Speech Skills of English as a Foreign Language and Chances to Eliminate Them

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Abstract: The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments. The process has its own peculiarities. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of teacher’s mastery, and on the other hand, the on the student’s motivational activity. Meanwhile, if the high scientific potential and methodological skills of the teacher is integrated with the educational activity of students high results can be achieved in the short term period.

Keywords: motivation, systematic reproduction, psychological components, formation of linguistic culture, transmission exercises.

Introduction. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of teacher work, and on the other hand, on the other hand, the student's motivational activity. The high scientific potential and methodological skills of the teacher can be achieved in the short term in the educational activity of students.

The process of developing the skills of oral speech in foreign language is different from the process of developing oral oral skills in foreign language. It has its own principles:

- Improving the quality and control of the development of linguistic material in foreign language;
- Consistent merge of the absorption of language material;
- Systematic reproduction and integration of assimilated foreign units;
- Development of subjects by combining various organizational and methodological components of communication,
- The development of various organizational and methodological psychological components;
- Formation of linguistic culture and others.

It is known that as students in daily life, the teacher becomes the unique image of imitation, because it is not possible to communicate with the original speakers. In this case, the fact that relations based on mutual respect and trust in the teacher and the student are not established to develop oral communication.

Another important aspect of developing oral oral students of students in English is to improve knowledge and skills in foreign language at the expense of less hours in the curriculum. The development of future talks and students in English is mainly followed by class and depends on the student's ability to work independently. In this regard, we conclude that the development of oral speech skills in foreign language should be carried out in close to the lesson process, as well as additional optional courses, roundtables, debates, and event at night.
The factor of work in the study of independent self-devotion and process is based in a didactic preparation in the development of oral speech in foreign language. In this case, the student must become a full equal member of the language learning process, that is, planning, introspection (self-government) and avtannon skills are required.

In case of independence, the process of working, various interdependencies occur in nature (such as semantic, lexical, phonetic). About these concepts When insufficient information is provided by the teacher, there are no significant problems in the development of oral speech.

**Literature review.** It is known that in teaching foreign languages, language learners will give it a positive effect by comparison and comparison in certain places with their native language. As in each language, in communication of this language, the speaker can express his views through different sentences.

For example, “The Joint Stock Company has sold its main capital” sentence cannot be translated into “sale of joint venture”. If so, the logical accuracy of the speech and grammatical structure is broken. After all, the acceptable translation structure in English can be an error in Uzbek. In his work, prof. I.M.Tukhtasinov also touched upon this issue and said: “Language tools are alien for the composition of the dictionary often undermines the culture of translation tongue. At such times, the problem is carried out by re-establishing a number of other methods of translation practice, including the taskal harmony of two languages of their owners” [5; 223-b.].

This means that in English classes, the translation exercises aimed at improving foreign oral skills can be used effectively. Through transmission exercises, preparations for students in the dialogue can also avoid problems on the assignment and may occur in the process. It is one of them such as the talk, sorting words, practice the pronunciation known, remember the words and phrases.

This issue, popular English methodists are invited by B.Kamonpan to give Content Based Instructions, that is, “students' content-based instructions”. [1; 66-b.]. This direction is especially important in teaching professional foreign languages, as well as the development of oral speech, prepares students to conquer the language using the content of any theme. This allows students to encourage students to learn the language content, to encourage it to use it as a real-communication communication. The goal is to continue the learning process in them through the audience through the development of the learning and transforming students into independent learners.

It is known that without specific grammatical construction, syntactic division and phonetic properties, various barriers and problems may arise in the process of teaching and developing it. In particular, it is much more complex process to develop oral skills in Uzbek and English in the Uzbek and English languages belonging to different language families within a limited time. If the wealth of affection, especially the general use of the Aigrelyting languages, especially the widespread use of the turns, is a grammatically a number of grammaticals and phonetic difficulties for Uzbek students.

**Discussion.** Interviews and surveys in the development of oral speech skills of higher education institutions in the development of oral speaking skills of higher education institutions, and the results of the students are subjected to the analysis of oral speaking skills in this direction in this direction The coming of the main problems and challenges showed: Insufficient occupation of vocational lexics (in expressing their opinions in the dialogue); Compilation and connecting of components of the text in logical sequence (inability to properly choose tools in the syntical grammatical building of the sentence); uniformity of syntactic devices (inability to leave the ready-made speech molds, the monotone of speech); violation of the incontinence (tone) norms; repetitional errors that occur as a result of not knowing syntactic synonymic tools and others.

Below we will consider linguistic and psychological aspects of the problem. It is known that how important the lisanists play in the development of oral skills, the role of the psychological components contains so much. The psychologist Z.Patil emphasizes that the role of the idea is
the role of the formator and the implementation of these factors: “The factor of encouraging to talk and encourages to communicate is a circuit need” [2; 194-b.].

In the formation of the need, the role of external and internal effects is important. External impact - internal effect specting mechanisms are to know the language materials. First of all, the presence of the stimulus - the incentive (encouraging factor) is the need to cause the formation of the idea. It is necessary to know language materials to speak from a psychological point of view, and they are the mechanisms to speak. Understanding in the process of speaking, however, speaking is formed and developed in the process of understanding. In turn, speaking creates some psychological challenges depending on the language studied and the type of speech, learned as a type of speech activity.

In this case, speaking is characterized by psychological challenges such as the lack of opportunities and considering the lack of opinion, thinking of the form: speech and unpleasant sides of speaking are also associated with psychological difficulties. He plays an important role in the development of thinking skills to thinking and memory. Students need to be based on repetition of oral, grammatical and phonetic knowledge, given that students are formally formed and that they are formerly formed and grammatical knowledge.

In this case, the gradual phase should be improved by the data flow and complexity of the tongular levels based on the requirements for higher education. In particular, students often observed the effectuality of speech. In this case, the lack of dictionary (vocabulary) in the confond of the reasons; Increasing the number of shortcomings between the phrase (tacts); The comforter can also be provided in the process of recording the word and phrase that he knows and the phrase, as well as through external influences (interfering speaking, knocking, phone ringing). The tester can follow the state of small stresses and the resulting of the stretch of pause or completely speech.

In the process of listening to listen, phonetic problems are one of the key factors that prevent this in the development of these speech skills. As J.Trent noted: "Language learners misunderstand words and misunderstand them" [4; 96-p.] (“Stock” (Bonday), "Bond) - "Bond) - "Bond) -" Board) - "Boat" (Boat). As a result, the development of oral speaking in foreign language education implies students in the student foreign language correctly choosing language tools, and the concept of speech in the same order. The above proposals and conclusions, as well as the interpreted methods and methods of education, the development of practical speech on the basis of educational methods, the development of oral speech on educational technologies Transpositive aspects) can create effective elimination options.

By studying the linguistic, psychological and methodological aspects of these problems and difficulties, as well as the analysis of the results of the experimental work, we invite the process of developing students of students in our research work on the integration of the linguistic, psychological, methodological and student participation factors. These aspects helped us to improve the existing methodical recommendations system in this direction. We may consider these suggestions and recommendations through the following drawings (see Figure 2.5):
Figure 1. Methodical suggestions and a set of methodical proposals for the development of oral speech in English

Based on the above, the main factors of the successful factors of oral oral speaking skills of the Normal direction can include: linguistic factors; psychological and social factors; methodical components; Tasks are tasked for learner.

**Conclusion.** The following components can optimize the process of developing English-speaking skills in English through generalization of the educational process. In addition to the pedagogical factors of higher education institutions, including English language teachers, the audience can significantly improve the effectiveness of the efficiency of the proposed methodical recommendations, but also in the effectiveness of entry talks.

**References**


