



THE CONTENT AND IMPORTANCE OF TEACHING THE BASIC SPEECH OF STUDENTS OF GRADES 8-9 IN ENGLISH LESSONS

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Abstract: This article is devoted to the content aspects of the development of basic speech of students of grades 8-9 in English lessons. The article analyzes the age characteristics of students, the level of language acquisition, the requirements of the curriculum and modern teaching methods. Examples of exercises, assignments and projects aimed at the formation of sound speech are presented.

Keywords: Basic speech, English, grade 8-9, teaching content, communicative competence, language skills, curriculum, modern methods.

INTRODUCTION

Today, English is important in the field of International Communication, Science, Technology and culture. That is why much attention is paid to teaching English in general education schools. Students in grades 8-9 are experiencing a favorable period for the formation of sound speech skills, according to their level of language acquisition. In this article, we will consider the content of teaching the basic speech of students of grades 8-9 in English lessons, its peculiarities and methods of teaching.

- Topic scope: topics are selected that are appropriate for the age, interests and level of language acquisition of students. These topics can be family, school, friends, hobbies, travel, subjects studied, technologies, culture, etc.

- Lexical and grammatical material: the lexical units (words, phrases) and grammatical constructions necessary for students to use in their speech are taught.



These materials are chosen to suit the subject and are gradually complicated in accordance with the level of language acquisition of the students.

- Speech skills: students develop listening, speaking, reading and writing skills. The focus is on listening and speaking skills, as they play an important role in the formation of sound speech.

- Communicative competence: the skills of students to communicate, express their thoughts freely and clearly, understand and react to the opinions of others are developed. For this, various communicative exercises, assignments and projects are used in the lessons.

- Cultural aspect: readers are introduced to the culture, customs and lifestyle of English-speaking countries. This increases their interest in language and teaches them to take cultural differences into account in the process of communication.

Methods for the formation of sound speech the following methods can be used in the formation of sound speech of students of grades 8-9:

- Communicative method: the participation of students in communication processes that are close to real-life situations is ensured. For this, role-playing games, discussions, conversations, presentations and other interactive exercises are used.

MATERIALS AND METHODS - Method of projects: students prepare projects on a specific topic independently or in groups. In the process of the project, they develop the skills of expressing their thoughts, collecting and analyzing information, presenting results.

- Situational exercises: students are given different situations and they reflect on how they behave in these situations, how they should speak. This develops their oratory reactions and increases their readiness for communication.



- Games: Games increase students' interest in language and encourage them to communicate freely. Classes may include a variety of language games, including role-playing games, card games, board games, etc.

As can be seen from the above, modern communicative methodology is successfully developing in terms of a functional or pragmatic approach. However, the goal of acquiring the skills and skills of free speech (fluency), which are cultivated by creating communicative tasks for the exchange of meaning, still remains unchanged.

Within the framework of communicative methodology, "fluency" prevails in comparison with "accuracy" (language correctness), but without language correctness, a high level of free speech cannot be achieved [Makhamova & Kusanova 2020]. We will dwell on other features of communicative methodology in the second chapter and note that communication is impossible without appropriate reflection, which is only a complex process here. The term "mirror" comes from the Latin "reflection" — "mirror". The reflection cycle itself begins with a specific action that arises from a specific goal and is based on personal experience, and then, through analysis, a reference is made to the experience and awareness of the effectiveness of the action appears, after which an alternative action and its test can be carried out (Solovova 2004, p.13).

RESULTS AND DISCUSSION

Thus, the process of analysis during or at the end of an action occurs from the position of achieving the goal, and if the goal is not achieved, other ways of achieving the goal are sought. E. N. Solovova generalizes reflection in the form of the following order of successive actions: - abstraction from action; - determination of sequence of actions; - determination of causal relationships in terms of efficiency, adequacy; - comparison of actions with existing standards or alternative actions; - constructive planning of a new model of a similar action [2004, V. 13-14]. This means that there is always reflection in the receptive and effective types of speech activity. Reflection in the scientific literature is mainly associated with creative and



critical thinking, the ability to think consciously, assess decisions and prospects made, refer to previous experience [Fedotovskaya 2005; Irmuhamedova 2008].

These abilities come from early childhood and develop according to the complexity and type of reflective operations at each stage of Education. Therefore, the reflective approach is actively introduced into the educational system [Henderson 1996; Kusanova 2022].

Thus, the teaching of effective types of speech activity is based on the development of skills for decoding, analyzing, synthesizing and evaluating information, planning actions or responding to replication. In general, reflective thinking is understood as an active, constant and attentive attitude to any thought, which is a constant desire for evidence and conclusions to the study of knowledge through the lens of evidence [Ennis, 1996; Henderson 1996; Starichkova, Moskovskaya & Kalinovskaya 2021]. Therefore, reflexive thinking is a specific type of intellectual activity, during which it is consciously involved in the thinking process in the form of assessment, fact checking, advancing hypothesis and opinion, analyzing and finding solutions, defending certain points of view, etc. all this gives reason to believe that, due to reflective thinking, students can reason by reasoning. your thoughts.

Therefore, we proceed to consider the argument as an act of thinking. There are many definitions of argumentation, but the following interpretation of it amazes us – it is a logical and communicative process that aims to justify the position of one person in order to understand it later and be accepted by another person. Analysis of the scientific literature on the study of argumentative speech has shown that it is associated with thinking, which is a thinking or cognitive activity, in which it "moves from some statements or foundations to others or conclusions"



CONCLUSION

The content of teaching the basic speech of students of grades 8-9 in English lessons is determined in accordance with their age characteristics, level of language acquisition and requirements of the curriculum. The use of modern techniques such as communicative method, project method, situational exercises and games in the teaching process leads to effective results. The formation of sound speech sets the stage for the development of communicative competence of students, their ability to freely and accurately express their thoughts, and their successful acquisition of English in the future.

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