

Strengthening the Oral Conversation in English Lessons

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Abstract: The development of creative abilities of school students is not possible without generalizing the experience of using English lessons in the system of education and upbringing. The study of English, its history of development, folk culture and everyday life is one of the conditions not only for students to learn English, but also for teaching a foreign language and developing the creative abilities of schoolchildren on specific life material should be considered as. Nowadays, the problem of formation of creative abilities in adolescents in the process of teaching English is especially relevant.

Key words: Oral speech, hometasks, dictionary, speaking style, question-answer, knowledge, skills, competencies.

Acquisition of knowledge, skills and abilities to work independently teaches students to work creatively, develops creative thinking, creates the preconditions for their application in the system of professional activity, improves oral and written communication skills, thinking, feeling -prefers to express feelings and emotions, as well as the ability to think. The more different tasks are used, the more effective the results will be.

I would like to emphasize the following forms of work on the development of creative skills:

workshops,

use of songs and poems;

hometasks,

keep diaries,

use of computer programs,

defense of theses and projects,

business games, conferences;

work with an unusually constructed text, dialogue, or monologue.

The development of a student's English language skills begins from the day a child enters school, that is, from the time of literacy. Speech skills are the result of consistent and regular practice. Therefore, the teacher should pay attention to the development of students' speaking skills in each lesson of grammar comprehension from the English class.

To achieve this, you must first make your speech concise, simple, fluent, and meaningful.

Therefore, the development of students' oral and written speech in primary education is the main task of English lessons.

Types of related speech exercises in the methodology of teaching English in primary school have a practical form, they are conducted without a theory, on the basis of a clear plan, namely:

- A perfect fluent answer to a specific question
- Various task exercises that activate the dictionary

- A student's creative story on a given topic, picture or topic

In addition, the use of speech-based speech exercises teaches children to think independently and enriches their speech with a new vocabulary.

Thus, students can memorize more than a dozen English poems a year.

They are also able to respond quickly and accurately to a variety of questions posed by the teacher. That is, the teacher's questions are:

Teacher: Are you ready for the lesson?

Pupils: Yes, we are ready.

Teacher: How old are you David?

David: I am 8.

Teacher: Behzod, where do you live?

Behzod: I live in Kokand.

The teacher also makes good use of the exhibits in the classroom.

How many fruits here?

Pupils: 6

Teacher: What is it?

Pupils: It is fish, it is frog, crocodile, monkey, snake.

Teacher: What can you draw?

Charos: I can draw apple.

Jahongir: I can draw a strawberry.

Milana: I can draw a flower.

One of the main qualities of a modern teacher is his devotion to his profession, his love for his profession, which distinguishes him from other professionals, because the high level of educational work in the school depends only on the teachers. One of the most important requirements for a teacher is that he / she has a deep knowledge of the subjects he / she teaches and has mastered his / her methodology. Deep knowledge of the subject and its theory, the ability to convey it to students in an interesting way, increases the interest of children in the subject. The more mastery a teacher has in his profession, the higher his reputation. Students not only appreciate the teacher's ability to pass on their knowledge to children, but also appreciate his or her dedication.

The high culture of the teacher, the scope of knowledge, contributes to the success of his educational work. Another important requirement of the teaching profession is to love children, to be interested in their lives, to respect everyone. Only a person who loves a child, who can mobilize all his strength and knowledge for the future of children, to bring them up as loyal citizens of the Motherland, can be a real teacher. A person who is indifferent to a child, who is not interested in his future, who is indifferent to the teaching profession, cannot be a real teacher.

Conclusion:

A study of the methodological literature on the subject has shown that teaching is an active interrelationship between teacher and students, and that it cannot be one-sided. depends on how successful the learning process is.

The process of renewal in the field of foreign language teaching in the local school creates a situation in which teachers are given the right and opportunity to independently choose the model of construction of science courses, textbooks and other teaching aids. In such a situation, it is the teacher who has to choose the one that best suits the pedagogical realities and specific conditions of teaching foreign languages from different methodological systems.

It can be seen that each teacher is guided in their choice of work methods and techniques in teaching grammar according to their personal experience. However, based on the results of experimental and practical work, we can say that the use of different techniques in the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly helps to increase the effectiveness of teaching grammar.

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