

TECHNOLOGY OF TEACHING FOREIGN LANGUAGE MONOLOGICAL SPEECH

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Abstract. *The article deals with technology for teaching foreign language monological speech. In linguistics, monologue speech is defined as the speech of one person addressed to one person or group of listeners (interlocutors) with the aim of conveying information in a more or less detailed form, expressing one's thoughts and intentions, assessing events and phenomena, influencing listeners by persuasion or encouraging them to take action.*

Keywords: *monological speech, assessing events, logical relationship, constituent judgment, ready-made monologue text, speech statements.*

Unlike dialogical speech, which is mainly situational, monologue speech is predominantly contextual. The situation is the starting point for the monologue, then it seems to break away from it, forming its own environment - context. Compared to dialogical speech, a monologue is characterized by relative continuity, greater expansion, arbitrariness (planning), consistency; monologue speech is more focused on creating a product - a monologue utterance.

Addressability is one of the signs of monologue speech. It is expressed in words of address and intonation. The addressability of a monologue speech depends on its logic, on a clear breakdown into semantic pieces that are sequentially presented to the listeners. Rhetorical questions play an important role in this. Based on the main communicative functions of monologue speech (informative, regulatory, emotional-evaluative), its following functional types are distinguished:

- monologue-description - a way of expressing thoughts that involves characterizing an object or phenomenon in a static state. Which carried out by listing their qualities, characteristics, features;
- monologue-message (narration, story) – information about developing actions and states;
- monologue reasoning is a type of speech that is characterized by special logical relationships between its constituent judgments that form a conclusion.

A monologue can take the form of a conversation, speech, report or lecture. Monologue skill is understood as the ability to speak logically, consistently, coherently, sufficiently fully, communicatively motivated, and sufficiently correct in linguistic terms. From the content side, a monologue utterance is characterized by semantic completeness, logic, integrity, expressiveness and stylistic relevance.

E.N.Solovova identifies the following most important characteristics monologue:

- purposefulness/correspondence to the speech task;

- continuous nature;
- logicality;
- semantic completeness;
- independence;
- expressiveness [2].

A number of parameters characterizes monologue speech as an object of mastery: the content of speech, the degree of independence, the degree of preparedness.

The goal of teaching monologue speech is to form monologue skills, i.e. skills to express one's thoughts orally in a communicative, motivated, logically consistent and coherent manner, quite fully and linguistically correct [3].

There are a number of varieties of monologue that serve various areas of communication:

- greeting speech;
- praise;
- censure;
- lecture;
- story;
- characteristics;
- description;
- accusatory or exculpatory speech [2].

In the conditions of studying foreign languages at school, we can talk about different levels of formation of monologue speech, depending on the independence and creativity that the students show.

The reproductive level of speech does not imply independence and creativity on the part of students, both in the choice of linguistic means and in determining the content of the statement; it is set from the outside.

The reproductive-productive level presupposes some elements of creativity and independence, which is manifested in varying the acquired language material, using it in a new situation, changing the sequence and composition of the presentation.

The productive level of speech is characterized by complete independence in the selection and construction of statements, as well as a creative approach in its design, and the presence of an assessment of what is happening on the part of the speaker.

There are two multidirectional, complementary approaches (paths) to teaching foreign language speaking: "bottom-up" and "top-down".

The "top-down" path is the path of mastering integral acts of communication, samples of speech works. The formation of speaking skills and abilities begins with repeated reproduction (reading, listening, memorizing) of a ready-made monologue text, which is considered as a standard for constructing similar texts. Then the lexical content of the sample is varied, the elements are worked out, and similar statements are independently generated. The following tasks can be offered:

- Answer questions to understand the content and meaning of the text read.
- Agree with or refute the statements.

- Select verbs, adjectives, idiomatic expressions with which the author describes his attitude towards people, events, nature, etc.
- Prove that...
- Determine the main idea of the text.
- Briefly outline the content of the text, make an annotation to the text, and give a review of the text.
- Tell the text from the perspective of the main character (observer, journalist, etc.).
- Come up with a different ending.

This path has a number of advantages. Firstly, the text sufficiently fully outlines the speech situation and the teacher *only* needs to use it to generate speech utterances from students and partially modify it with the help of speech settings and exercises.

Secondly, well-selected texts have a high degree of information content, and therefore predetermine the content value of students' speech statements and contribute to the implementation of educational learning goals.

Thirdly, authentic texts of various genres provide good linguistic and speech support, a role model, and a basis for composing one's own speech statements based on the model.

The "bottom-up" path outlines the path from consistent, systematic mastery of individual speech acts (individual utterances) of different levels to their subsequent combination and unification. This approach is based on the assumption that element-by-element, stage-by-stage, level-by-level acquisition of the language system, mastery components of monologue speech ultimately lead to the ability independently participate in verbal communication - generate coherent statements in oral and written form.

The teacher can choose this path:

1. At the initial stage of education, when students do not yet know how to read or when educational texts for reading cannot offer a serious content basis for the development of speaking skills.

2. At the middle and senior stages of education, when language and

The content level of knowledge on the topic under discussion is quite high. In this case, monologues can be built not so much on the material of one specific text, but based on many texts read or listened to in native and foreign languages, which involves the use of interdisciplinary connections.

In order to obtain the desired level of monologue speech in this case, the teacher must be sure that:

- Students have a sufficient supply of information on this topic (taking into account interdisciplinary connections);
- The level of language (lexical and grammatical) is sufficient for successful discussion of this topic in a foreign language;
- In the speech repertoire of students there is a necessary supply of means for implementing various speech functions (agreement, disagreement, transmitting or requesting information, etc.);
- Students have mastery of speech skills (methods of connecting various speech utterances, composition of speech).

Exercises in the development of monologue speech the mentioned levels of utterance, taking into account the logical thinking activity of students, necessitate the use of appropriate types of exercises:

- Aimed at mastering the utterance at the level of one proposals (preparatory);
- Teaching elementary utterances (conditional speech in level of super phrasal unity);
- Leading to mastery of the level of free speech (conditional speech and speech at the text level).

Exercises of the first type are based on the implementation of training actions that form the material and operational basis of speech; they belong to the pre-speech, skill level and constitute the zero cycle.

The second type of exercises develops logical thinking and forms the skills and abilities of logical construction of speech at the level of super-phrase unity. For example,

- combine simple sentences of the story into complex ones;
- complete the statement (using the suggested options);
- select appropriate arguments for these theses (given below);
- explain the reason...
- prove that...
- choose a picture that evokes associations with study (leisure, work, travel, etc.), justify your choice.

The third type of exercises develops the ability to logically and consistently combine sentences, combining them into a single statement about an object, on a topic, in connection with a situation.

Supports in the development of monologue speech skills are linguistic, speech and content. The latter are divided into verbal and non-verbal. Their number and choice are determined depending on the specific learning conditions:

- Age and level of general education of students.
- Language proficiency level of the whole class and individual students.
- Features of the speech situation.
- The nature of the speech task/degree of understanding of the speech task by all participants in the communication.
- Individual characteristics of the students.

Quantitative and qualitative parameters of speech serve as indicators of the development of monologue skills. The first include the rate of speech (pauses) and volume of utterance. Qualitative indicators include compliance with the topic and situation of communication, linguistic normativity, and logic of the statement, emotional coloring, and independence of the statement.

Current and final control is carried out in the process of performing conditional communicative and communicative tasks orally

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