

## DEVELOPING EFFECTIVE METHODS FOR ENHANCING ACADEMIC LYCEUM STUDENTS' ORAL SPEECH COMPETENCE IN ENGLISH LESSONS

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**Annotation:** *This article examines the methodological foundations for developing effective methods to enhance the oral speech competence of academic lyceum students in English lessons. It explores the linguistic, psycholinguistic, and didactic aspects of organizing exercises that improve listening comprehension and speaking skills through integrative approaches. The research analyzes various scholars' perspectives—such as Harmer, Rakhmanov, Bukhbinder, and Jalolov—on exercise classification and pedagogical application. Results demonstrate that a balanced system of formative, developmental, and improvement exercises contributes significantly to communicative competence. The study also emphasizes interactive, motivational, and culturally responsive methods in fostering spontaneous monologic and dialogic speech.*

**Keywords:** *Oral speech competence, English teaching, academic lyceum, exercises, methodology, psycholinguistics, CEFR, communication, speaking skills, motivation, interaction, language learning, formative methods, integration, pedagogy.*

## INGLIZ TILI DARSLARIDA AKADEMIK LITSEY O'QUVCHILARINING OG'ZAKI NUTQIY KOMPETSIYASINI OSHIRISHNING SAMARALI USULLARINI ISHLAB CHIQUVCHI

**Annotatsiya:** *Ushbu maqolada ingliz tili darslarida akademik litsey o'quvchilarining og'zaki nutq kompetensiyasini takomillashtirishning samarali usullarini ishlab chiqishning metodik asoslari ko'rib chiqilgan. Tinglab tushunish va gapirish ko'nikmalarini integrativ yondashuv asosida takomillashtiruvchi mashqlarni tashkil etishning lingvistik, psixolingvistik va didaktik jihatlari o'rganilgan. Tadqiqotda mashqlarni tasniflash va pedagogik qo'llash bo'yicha Harmer, Raxmanov, Buxbinder, Jalolov kabi olimlarning qarashlari tahlil qilingan. Natijalar shuni ko'rsatadiki, shakllantiruvchi, rivojlantiruvchi va takomillashtiruvchi mashqlarning muvozanatli tizimi kommunikativ kompetensiyaga sezilarli hissa qo'shadi. Tadqiqotda, shuningdek, spontan monologik va dialogik nutqni rivojlantirishda interaktiv, motivatsion va madaniy javob usullariga alohida e'tibor qaratilgan.*

**Kalit so'zlar:** *Og'zaki nutq kompetensiyasi, ingliz tilini o'qitish, akademik litsey, mashqlar, metodika, psixolingvistika, CEFR, muloqot, nutq ko'nikmalari, motivatsiya, o'zaro ta'sir, til o'rganish, shakllantiruvchi metodlar, integratsiya, pedagogika.*

## РАЗРАБОТКА ЭФФЕКТИВНЫХ МЕТОДОВ ПОВЫШЕНИЯ УСТНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ АКАДЕМИЧЕСКОГО ЛИЦЕЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

**Аннотация:** В данной статье рассматриваются методические основы разработки эффективных методов повышения устной речевой компетенции учащихся академических лицеев на уроках английского языка. В ней рассматриваются лингвистические, психолингвистические и дидактические аспекты организации упражнений, улучшающих навыки аудирования и говорения посредством интегративных подходов. В исследовании анализируются взгляды различных ученых - таких как Хармер, Рахманов, Бухбиндер и Джалолов - на классификацию упражнений и их педагогическое применение. Результаты показывают, что сбалансированная система формирующих, развивающих и совершенствующих упражнений значительно способствует коммуникативной компетентности. В исследовании также подчеркиваются интерактивные, мотивационные и культурно-реагирующие методы в развитии спонтанной монологической и диалогической речи.

**Ключевые слова:** Компетенция устной речи, преподавание английского языка, академический лицей, упражнения, методика, психолингвистика, CEFR, коммуникация, навыки говорения, мотивация, взаимодействие обучение языку, формирующие методы, интеграция, педагогика.

## INTRODUCTION

In the development of oral speech competence of students in academic lyceums, the improvement of speaking and listening skills and abilities based on an integrative (complex) approach is envisaged. Students acquire oral speech skills during lessons and extracurricular activities with the participation and guidance of the teacher based on the prepared oral speech material. This activity is called the stage of development of oral speech skills in teaching methodology.

It is known that the development of oral speech competence in foreign language teaching can be called the process of performing exercises. The problems of teaching oral speech exercises in foreign language teaching, determining the types of exercises related to this material, and the role and importance of exercises in the development of oral speech are controversial issues.

## MATERIALS AND METHODS

Despite the fact that many definitions have been given to the term "exercise," there are still disputes about this term. Researchers such as J.Harmer, I.V.Rakhmanov, V.A.Bukhbinder, N.I.Geiz, M.S.Il'in, I.M.Berman, J.J.Jalolov, H.Saynazarov conducted scientific research on the system of exercises in foreign language teaching and its components. These studies were conducted from the point of view of linguistic, psycholinguistic, and didactic fields.

J.Harmer emphasizes the necessity of using the types of exercises aimed at the development of oral speech in foreign language teaching, including questionnaires (survey), discussions, role-playing games, oral description of pictures in pairs (deduction in pairs), text-based speaking tasks, authentic (authentic, from life materials), in the development of oral speech competencies of language learners in English lessons and the activation of acquired language knowledge.

The effectiveness of exercises depends on the methods of their organization. Purposeless repetition of an action can also lead to the failure to form a certain skill. The quality of a certain action is high only if it is performed on the basis of certain requirements. When performing exercises, it is required to follow the rules and know the ways to prevent mistakes made. In addition, the exercise requires instructions for performing learning actions and control by the performer themselves.

To increase the effectiveness of exercises, it is necessary to move from simple to complex. One of the peculiarities of the exercise is its use in the educational process.

According to methodologist I.D. Salistra, exercises are understood as mental actions that are organized in a certain way and repeatedly performed, aimed at mastering them and improving the methods of execution.

In research on the methodology of teaching English, one can also observe the different naming of the system of exercises. One of the well-known methodologists, I.V. Rakhmanov, divided exercises in teaching English into language and speech exercises and studied this issue from a linguistic point of view.

V.A. Bukhbinder studied the system of exercises from a psycholinguistic point of view and emphasized that exercises are informational, operational, and motivational exercises. Information exercises are understood as exercises for acquiring knowledge, operational exercises as exercises for mastering language material, and motivational exercises as exercises for expressing oral and written thought.

## RESULT

In Uzbekistan, a number of scientific works have been carried out on the study of the system of exercises. In this study, it was determined that the system of

exercises of the English language is divided into types of exercises that form, develop, and improve from a didactic point of view. In English, exercises are performed both orally and in writing. Oral exercises are divided into dialogic and monologic exercises, and oral lexical, grammatical, and pronunciation exercises. Written exercises are designed to teach how to write and express thoughts in writing.

Researcher M.V. Lyakhovitsky emphasizes that the following principles should be followed when compiling exercises:

a) observance of the principle of continuity in the system of exercises; b) taking into account the native language when compiling exercises; c) a scientific approach to the selection of training material; d) speech (communicative) orientation of the exercise system; e) taking into account the stages of teaching English; f) taking into account the language experience of the student; g) consideration of learning objectives; h) taking into account the age characteristics of the student.

One of the most important criteria in creating a system of oral speech exercises is the orientation towards conducting verbal communication in the target language. Accordingly, the system of language and speech exercises is discussed in detail in the methodology. Such a designation was carried out by I.V. Rakhmanov. In our opinion, such a methodological conclusion is based on F. de Saussure's dichotomy of "language and speech."

In the methodology, the term "pre-speech exercises" is also used among language and speech exercises. V.A. Buxbinder recommended the creation of a system of informational, operational, and motivational exercises. This approach, in our opinion, arose based on the latest achievements of psycholinguistics.

According to the research conducted by Uzbek methodologist scientists, formative, developmental, and improvement types of exercises have been identified. In addition to the above, types of exercises of analytical/synthetic/communicative/non-communicative type are also known in science.

## Table 2.1

### Classification of exercises used in teaching English.

<b>Exercise system classification</b>		
<b>I.V.Rakhmanov</b>	<b>V.A.Bukhbinder</b>	<b>J.J.Jalolov, H.Saynazarov</b>
language and speech exercises	informational, operational, and motivational exercises	formative, developing, improving

Language exercises are aimed at students acquiring initial skills and abilities in the language being studied. Language exercises are non-communicative in nature and serve as the basis for performing speech exercises. Speech exercises can be prepared and unprepared. Switching from prepared speech to unprepared speech is the only way to practically master the language.

For the purpose of conducting speech activity, formal basic exercises are used. This means performing exercises in speaking in monologue and dialogue forms, expressing thoughts in writing within the context of the read text.

Well-known methodologists M. Walter, H. Palmer, J. Harmer, A.S. Hornby, C. Freeze, R. Lado in their work proved that the study of English is directly related to the peculiarities of the typology of exercises. In the manuals of H. Palmer and Ch. Fries, relatively perfect variants of exercises have been developed.

### DISCUSSION

M.A. Bakhareva, unlike I.A. Gruzinskaya, in the system of exercises, recommended one of the types of exercises - "expression of a complete thought." I.D. Salistra studied three types of exercises. They are:

1. Primary or initial (verb conjugation, noun declension);
2. Pre-speech;

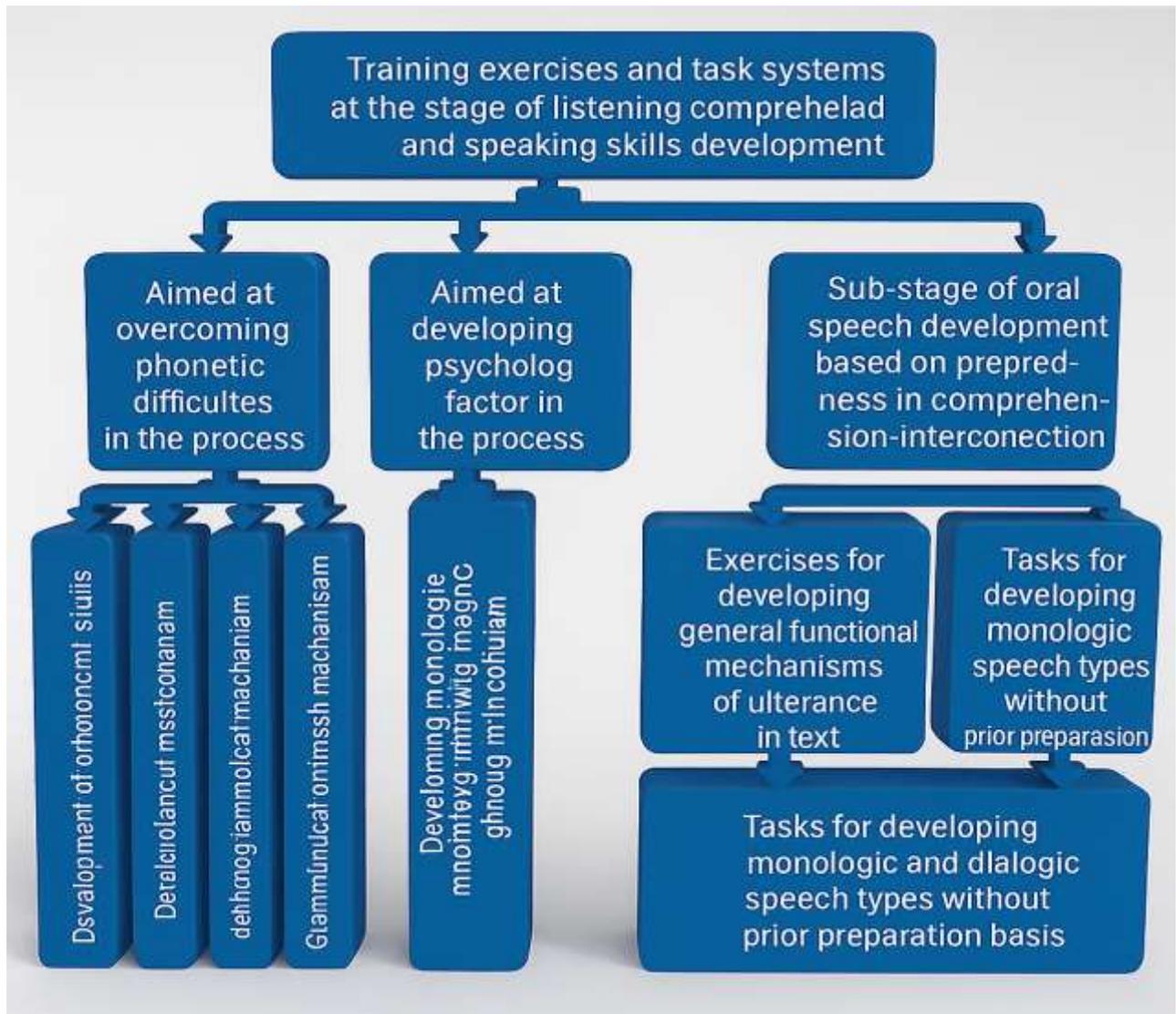
3. He introduced into methodological circulation the understanding of written and oral speech and the expression of one's thoughts. According to B.A. Lapidus, mastering language material is the first stage, and the ability to use it in speech is the second stage.

The system of exercises is aimed at developing specific listening skills, and the second type - the psychological basis of speech mechanisms. It should be noted that logical thinking, guesswork, and memory are general-functional mechanisms, and

the system of exercises aimed at them provides for the development of listening comprehension and speaking skills in a complex system.

Based on working with oral texts, work is carried out on exercises and tasks aimed at developing the general functional mechanism of speech. These are speech exercises and tasks aimed at constructing monologue and dialogic forms of speech based on listening comprehension of auditory and audiovisual materials, in which work was carried out on such skills and abilities as entering speech based on key words and sentences, constructing thoughts in logical sequence, coherence, identifying means of connecting phrases to sentences in oral speech, reacting to the content of the text, consistently expressing one's opinion, continuing the conversation, correctly constructing a statement when agreeing or opposing an opinion, expressing a logical, critical attitude to the situation.

A system of speech exercises and tasks is organized, aimed at the free expression of students' opinions, developing monologic and dialogic speech without preparation. In this case, the goal is to develop students' skills and abilities to engage in oral communication in a foreign language without excessive preparation in problematic situations in everyday life, while preserving the environment of the country where the language is being studied, its unique national and cultural characteristics, and to apply these skills in practice in unexpected (spontaneous) situations, in various speech situations. As a result, students mastered language materials with interest, increased motivation in the process, and in turn, oral speech indicators also showed high results. The types of exercises and tasks implemented at these stages, as well as their characteristics, can be understood in detail through the system's internal diagram:



**Figure 2.1. Types of exercises and tasks and their characteristics**

### CONCLUSION

So, let's analyze the internal structure of the exercise system. In the first stage, as mentioned above, two types of exercises are conducted. Initially, the first type is aimed at finding solutions to linguistic difficulties and problems in the development of students' listening comprehension and speaking skills. In turn, this type is carried out by dividing into several subgroups. It should be noted that when creating this system of exercises, various forms of educational technology of joint work were used and implemented based on the principle of mutual communication.

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