

PRINCIPLES AND METHODS OF DEVELOPING ORAL SPEECH SKILLS (LISTENING AND SPEAKING) IN FOREIGN LANGUAGE TEACHING

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Annotatsiya: *Mazkur maqola harbiy-akademik litseylarda chet tili o'qitishda og'zaki nutq ko'nikmalarini (gapirish va tinglab tushunish) shakllantirishning ahamiyati, tamoyillari va metodlari haqida ma'lumot beradi.*

Annotation: *This article gives information about the importance, principles and methods of forming oral speech skills (speaking and listening) in foreign language teaching in military-academic lyceums.*

Аннотация: *В данной статье дана информация о значении, принципах и методах формирования навыков устной речи (говoreния и аудирования) при обучении иностранному языку.*

Today, our life cannot be imagined without advanced and new technologies. Thanks to them, we can discover a new world and broaden our horizon. Learning foreign languages is one of the most has become necessary for our daily life. These days, the main goal of the education system of the Republic of Uzbekistan is to provide students with developing learners' communicative competence, self-confidence, freedom, self-management and the ability to establish mutual relationships, to analyze their mental state, and to exchange ideas. aimed at forming social qualities.

Communicating with people is one of the necessary and inevitable requirements in our social life. Without such a social requirement, not only the spiritual characteristics of a person, but also his personality cannot be fully developed. Communication is an activity that is extremely crucial for collaborative work, helping each other, acting together in our social life. Therefore, the development of oral speech skills (speaking and listening) of the student during the educational process is one of the urgent tasks of the educational process of every educational institution, including military academic lyceums. In recent years, the interest in developing students' oral speech skills (Speaking and Listening) in teaching foreign languages has been growing so that they can communicate freely and many scientific studies have been conducted to develop these skills. There are several factors for developing listening and speaking in teaching foreign languages.

First of all, the world is developing rapidly, and this, of course, has a significant impact on the educational process.

Secondly, in terms of content and form, serious changes in social relations lead to radical changes in the previous models of cooperation and mutual relations; creates relevance in social relations with all effort and attention, and this, in turn, creates the ground for the emergence of various contradictions and conflicts.

Thirdly, the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, the Ministry of Public Education always encourage to increase the process of teaching foreign languages so that the learners should be able to communicate well, participate in different international events and exchange programs. Cultural and economic relations between countries and nations in different spheres of life lead to an increasing need for knowledgeable specialists.

The methodical principles of foreign language teaching have been studied by many specialists so far, and these rules and views have been collected scientifically and "didactic principles" have been created. They include the following: **the principle of educative instruction, the principle of consciousness, the principle of activeness, the principle of visualization, the principle of consecutiveness, the principle of systematises, the principle of accessibility, the principle of durability** [J.J. Jalolov, 2009]. J. Jalolov explained each principle in the book "Methodology of Foreign Language Teaching".

The main goal of the principle of **educative instruction** is to teach the generation a foreign language, as well as to educate them in the spirit of patriotism, protect nature, form such positive characteristics.

The principle of conscience focuses on understanding the basic essence of the language material (understanding the information given in a foreign language), practical application of the language material in the speech process rather than by rules, exchange of ideas, adherence to the criterion "first the speech, then a simple rule" is included in the scope of this principle. If the students are able to stop simply memorizing the given information and be able to think independently and apply their thoughts in practice, their awareness, that is, the level of understanding and comprehension of the given information will increase. The main goal of teaching a foreign language is to develop all the students' communicative competencies at the same time, not just memorizing the information given during the lesson, but more than practical exercises that include skills such as reading, writing, and listening. would be appropriate if used regularly.

The principle of activeness is to activate the foreign language in speech, and if we take into account that the main goal of teaching a foreign language is to increase the speaking activity of students, this principle implies the formation of communicative skills for students. Therefore, in order to ensure that the student is more active during the lesson, lessons are planned taking into account their interests, needs, personality, and even their level of knowledge. In order to increase the activity of students, it will be possible to ensure the activity of all students if methodical activities such as working in pairs and working in groups are carried out. In this process, it is very important to pay attention to factors such as not being afraid of making mistakes in using a foreign language, organizing various language competitions, games, and personal relevance of the given tasks.

According to **the principle of visualization**, when learning a foreign language, the student must not only see, but also hear and feel in order to better understand the given information. A student who has seen, heard or felt the given material will be able to catch the information easily and quickly in a natural atmosphere. Professor G.V. Rogova classified this principle into 2 large groups. An object includes an image and a thing, and

language includes the concepts of sense and movement. This classification was made by G.V. Rogova based on Belyayev's recommendations for the exhibition.

According to **the principle of consecutiveness**, the sequence must be observed from the known to the unknown, from the simpler to the more complex, and from the proximate to the more distant.

The **principle of individualization** is one of the main principles in the field of education today. The ability of each student should be more individually approached. Extraverts (outgoing, communicative, talkative students) are focused on developing more reading and listening comprehension skills, while the opposite of introverts who are not outgoing and shy, should be involved in speaking activities which help to be more communicative. When students work in pairs, it is recommended not to ignore the degrees of the pairs whether the partners have good relationships outside the classroom, their views on each other. [J. Jalolov, 87].

The principle of systematises has a special place among others. It is known that teaching a foreign language prepares the material necessary for simple speech. For example, letters or numbers are not taught in the first year itself. It is recommended to systematically train them every year. Grammatical rules and vocabulary are taught little by little throughout the year so that students do not have difficult understanding while learning the target language.

According to **the principle of accessibility**, the task and material should be suitable for the level and age of the learners. It should be neither too short, nor too long.

In the didactic principles, when teaching new information student's strength and "easy-to-difficult" process should be followed. For example, when Simple Past Tense is explained, it is advisable to give information about regular verbs in the beginning. After students' mastering regular verbs, the teacher can explain the other part of the grammar rules (irregular verbs, time expressions) related to this topic. The more difficult the material are taught, the more parts or steps should be used to explain new information.

Since learning a foreign language is considered to be a mental activity, it also has psychological principles. Two **psychological principles** of foreign language teaching are applied: "**verbalization**" and "**correlation**". In verbalization, a foreign language is learned practically only through oral speech; more attention is paid to oral speech. In correlation, the mutual limit of foreign language material (grammar, pronunciation, foreign language) is determined and a set of language units is formed. Common nouns related to language phenomena serve to form speech patterns, they are not memorized. Memorizing the rules in learning foreign languages is ignored in psychology.

Since modern technologies are rapidly developing, it has become impossible to draw attention of students who are eager to learn through the traditional methods that have been used for many years. Our main task is to effectively organize the lesson using various non-traditional methods for teaching students, and it requires a lot of skills and hard work from the teachers and methodists. In particular, the methods used in foreign language teaching in recent years (Grammar-Translation Method, Direct Method, Total Physical Response (TPR), TPR storytelling, Audio-Lingual Method, Comprehension Approach, Content-based

Instruction, Computer -assisted language Learning, Dogme language teaching, Natural Approach, Language immersion, Michel Thomas Method, Suggestopedia, Vocabulary development, Inquiry -Based Method, Natural Approach, the Silent way, Lexical Approach, Humanistic Approach, Communicative Language Teaching methods) have been developed and used by foreign language teachers. Since the main task is to develop students' communicative language skills, these methods and approaches play an important role in the formation of each language skill (listening, reading, speaking, writing and grammar skills). They have been tested and developed by experts for several years. Although all the conducted studies and results do not repeat each other, their main goal is to enable learners' oral language skills in any situation.. The common aspect of all the methods is that the teacher-centered method is used instead of the traditional methods, that is, the teacher-centered method. In particular, in China, the teaching model in college is based on 3 different categories (Yang J., Yuen Ch. K., 2014); Instructive teaching model, Interactive teaching model and Comprehensive teaching model. The instructional model is "teacher-centered", the process is conducted in the form of a lecture, and students participate as "passive learners". Interactive teaching model, on the other hand, is "learner-centered" and focuses on making students more active. In the Comprehensive model, the teacher's lecture and the students' activity are carried out in proportion to each other. However, until 1980, foreign language teaching in Chinese colleges was organized according to the "teacher-blackboard-chalk" model. However, in the mid-1980s, this model was abandoned, and the formation of "listening, speaking and writing" skills was taken as the main goal.

Foreign researchers Ellis R (2003), Honeyfield (1993), Nunan (2004), Richards J and Rodgers T (2001), Okhana L. Zabolotneva, Irina V. Kozlukhova and specialists from Uzbekistan J, Jalolov, M. N. Mamadoliyevna have made a number of researches related to the methods of teaching foreign language. In their research, the main goal of foreign language teaching is to make students not only able to express their opinions freely in any situation, but also to form the ability to understand the speaker correctly and clearly.

According to scientists, one of the most widely used and appropriate methods for language learners of any age is Task-Based Language Teaching (TBLT), which is recognized as the most effective method for language learners in Asian countries. Some scholars prefer the TBTL method to be able to communicate freely in a foreign language, i.e. listening and speaking skills, while another group of scholars prefers the Inquiry Based Teaching (IBT) method. Its main essence is that this method is the complete opposite of the traditional method, and the teacher serves not as a "lecturer", but as a "facilitator". It has been noted that IBT is much better than traditional methods in improving students' knowledge and literacy. The IBT method helps students to improve their oral speech skills as well as develop critical and logical thinking skills. Because this method is not "Teacher Centered" but "Learner Centered" and requires the student to be more active during the lesson.

British scientists John Jerrim and Mary Oliver expressed their opinion that thie IBT is the most effective method for learning STEM subjects for high school students, especially for expressing their ideas during the exams Also, Mira M. Alameddine and Hala W. Ahvalb

believed that the IBT method helps students learn a new language, develop their creative and critical thinking skills and increase their creativity in literature classes.

Communication is not only the way of sharing human thoughts, ideas and feelings, but it also includes "eye contact", "listening", body language, as well as politeness, consideration, information gathering, being able to understand and analyzing the situation. Since it is hard to work individually with each learner for the teacher, it is recommended to implement Task-based method during the classes. (M. Mojibur R., 2010). It can be seen that the above-mentioned Task-Based Teaching (TBTL) and Inquiry-Based Teaching (IBT) in teaching a foreign language focus on developing learners' speaking and listening comprehension.

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