

**TEACHING MONOLOGICAL SPEECH TO STUDENTS IN ENGLISH OF
AGRARIAN UNIVERSITY**

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DOI: 10.5958/2249-7315.2022.00212.X

ABSTRACT

The article discusses the teaching of monologue speech of students in English at an agricultural university, which includes applied linguistics, general linguistics, cognitive science, and the theory of student monologue speech. Various conditions of student learning, lack of teaching materials, lack of study time necessitate a new organization of the educational process in the agricultural universities of Uzbekistan. These trends are related to the language training of students in agricultural universities of the Republic of Uzbekistan.

KEYWORDS: *English Language, Methodology, Teaching, Student, Language Competencies, Agricultural University, Student's Monologue.*

INTRODUCTION

At the present stage of development of the educational process, the requirements for the professional training of students have changed. The changes are associated with the development of special disciplines and the growing role of the English language in terms of improving the preparation of each student, as this is the key to future success and professionalism. The role of oral speech cannot be underestimated.

Various conditions of student learning, lack of teaching materials, lack of study time necessitate a new organization of the educational process in the agricultural universities of Uzbekistan. These trends are related to the language training of students in agricultural universities of the Republic of Uzbekistan. The expansion of the student population at the expense of students from remote areas of the republic, where the level of knowledge of the English language is very low, requires the use of new teaching materials that meet the current level of methodological thought. [1]

An analysis of the modern methods of teaching English shows that the issues of the formation of speech competence are at the research stage and many scientists are constantly looking for the best methods to solve this problem.

The volume and degree of speech competence of students of agricultural universities are determined; the psycho physiological foundations of various types of speech activity are clarified. When developing a methodological apparatus, special attention is paid to the classification of exercises, which includes pragmatic, intellectual and linguistic aspects of the communication process. When developing the methodology of English as a non-native language, special attention is paid to the formation of monologue speech, depending on the real needs of students. [2]

The main goal of modern methods of teaching English is to increase the level of knowledge acquired by students, to develop their skills in practical knowledge of the English language.

To achieve these goals, it is necessary, based on the knowledge accumulated by methodology,

linguistics and psychology, to determine the optimal means and conditions for teaching speaking on professional topics, taking into account the linguistic features of professionally directed monologue speech. [3]

An analysis of the level of English proficiency of university students, as well as data obtained during the experiment, revealed the following problems:

- Students experience great difficulties in practical knowledge of English;
- Cannot correctly and coherently express their thoughts;
- Do not understand the meaning of many words and special terms;
- Do not have time to record lectures.

All these factors hinder students in mastering their future profession. The greatest difficulties arise for students from remote mountainous villages, where the level of teaching English is very low. Observations of the speech of students in the educational and professional spheres of communication indicate a low level of language proficiency. Most students, especially in the first year of study, encounter difficulties in explaining, retelling what they have read or heard.

In this regard, there is a need for linguistic study and description of professionally oriented texts on agriculture and ornamental horticulture and other agricultural specialties for professionally oriented student education. At the same time, it is already clear that the characterization of the scientific style of speech based on the text in the specialty requires further study and description for educational purposes. [4]

Familiarization with the educational materials used by the agricultural universities of Uzbekistan showed that they practically do not present tasks and exercises aimed at developing monologue speech in the specialty.

Speech activity is a complex form of mental activity, which is inextricably linked with thinking. "Activity as a holistic act has an independent goal realized by the subject of activity and a single motivation. An activity consists of a sequence of separate actions, each of which has an intermediate goal subordinate to the general goal of the activity.

Actions are formed from separate operations, which are performed, unlike actions, unconsciously, automatically. To participate in speech activity, you need to know the actions of which it is composed, in order to master actions, operations. In the process of its formation, any expanded connected statement goes through several stages, stages. Each stage consists of separate verbal-thinking actions. In order for the act of speech activity to take place, each stage must be provided with a set of specific skills and abilities. If we consider the mechanism of generating a speech statement, as modern psycholinguistics presents it, then everything that has been said will become more concrete. [5]

The theory of speech activity in English distinguishes four phases of generating an utterance:

1. Motivation;
2. Formation of speech intention (speech intent);
3. Internal programming (internal speech);
4. Implementation of the program (external speech).

At the text level, the analysis of monologue speech will reveal another group of skills and abilities that are formed in students to master their speech activity.

1. The ability to expand the statement through micro-topics. This skill implies the ability to

understand and outline the main issues, to delineate the boundaries of the issue that should be raised in the statement.

2. The ability to logically arrange micro-thematic development. This skill includes the ability to determine the sequence of expression of the main content, to outline the beginning, the main part, the conclusion, that is, the main compositional parts of the statement.

Thus, both in the first and in the second case, the significance of language means is minimal, since the stage of expansion is realized in the phase of programming the utterance.

With the final phase of the utterance, that is, the phase of the implementation of the program, the connection increases with the formation of the subsequent group of skills. [6]

Ability to unfold each microtheme through predicative units (sentences). Select predicative units that correspond to the topic of the statement, and combine them, use certain methods and means of communication. Build a complex syntactic whole as the main structural unit of the text.

The ability to logically and sequentially, in parallel or in a mixed way, connect predicative units as part of a complex syntactic whole. [7]

It is possible to present speech skills and abilities in this way in their relation to the phases of generating an utterance.

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