



METHODOLOGY FOR DEVELOPING CONVERSATION IN ENGLISH FOR RAPID LANGUAGE ACQUISITION

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Annotation

The article presents a methodology for developing conversation, which is effective in increasing the ability to master a foreign language in educational institutions, and its description. Exercises and recommendations for this method are given to accelerate language learning. Instructions for their use in the lesson are given.

Keywords: scientific research method, conversation method, interview, question-and-answer, pair talk, reproductive speech, sentence construction, discussion.

INTRODUCTION

Scientific research methods in teaching a foreign language are studied in two ways - theoretical methods and methods based on experience. Theoretical methods of research include analysis/synthesis, building scientific hypotheses, and modeling methods. Among practical (experimental) methods, there are such as experiment, experiment, and targeted observation. These are general or basic methods. The following are auxiliary or special methods of scientific research: conducting questionnaires (surveys), testing, timing, interviewing, etc.

The use of these methods separately or together depends on the type of research. In modern science, scientific research is divided into three types:

1. In fundamental scientific research, the pure theory of science is solved.
2. In applied research, specific elements of the theory are developed.
3. In research on the creation/preparation of materials necessary for production, textbooks, manuals, audiovisual aids are created.



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LITERATURE ANALYSIS AND METHODOLOGY

The teaching of reproductive or productive speech for expressing ideas in a foreign language has caused ongoing debate. It is recommended to teach reproductive speech in the school curriculum. Without dwelling on the heated debates about them, they can be described methodologically as follows and practical recommendations can be given to them: “Reproductive speech” means expressing (and perceiving and understanding) thoughts in a foreign language, more or less brought to the level of communication. In this regard, the article used materials from the analysis, synthesis, comparison, experiment, and most importantly, the interview method.

DISCUSSION AND RESULTS

Among the research methods, the interview is the oldest and most widespread auxiliary method in most disciplines. The interview is conducted with students and teachers. During the interview, the researcher tries to achieve his goals through question and answer. In the formation and further development of foreign language methodology as a discipline, the importance of effectively using the methods of other disciplines and modernizing its current research methods is emphasized. The teaching of reproductive or productive speech for expressing thoughts in a foreign language has caused ongoing debate. The school curriculum recommends teaching reproductive speech. Without dwelling on the heated debates about them, they can be methodologically described as follows and practical recommendations can be given to them: “Reproductive speech” means expressing (and perceiving and understanding) thoughts in a foreign language, more or less brought to the level of communication. As the name of the term clearly shows, it means exchanging information using previously studied language material on limited topics. Mastering “productive speech” means conducting creative speech using existing language experience. Language units and speech topics are combined with speech situations by a communicant (expressing thoughts and perceiving and understanding speech). It is recommended to teach the following types of paired speech in a secondary general education school:

1. Paired speech for the purpose of exchanging information.
2. Plan-paired speech (paired speech aimed at joint activity).



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3. Discussion-paired speech. Paired speech on expressing an opinion.

Each of them requires specific language material and may belong to different stages of education. In a pair of exchange of information, the interlocutors convey material messages to each other. Aimed at mutual or one-sided information, this pair is used at the primary stage of education, since it can be used on the basis of simpler or less quantitative language material. Since the plan-paired speech is more complex in form and deeper in content, it requires knowledge of the future tense of the verb, awareness of imperative sentences, the ability to refute the interlocutor's opinion and defend one's own. It corresponds to the middle stage of education.

When performing a discussion-paired speech, it is required to master the compound sentence followed by cause-and-effect relationships and to be able to use various means of modality. Arguing an idea, convincing the interlocutor, being critical, proving a mistake, etc. are necessary when performing a duet. The speaker's attention is drawn to the content of the speech. Speech skills are brought to an advanced level.

It is known that in the methodology, paired speech is taught in two ways: deductive (directed from the general to the particular) and inductive (directed from the particular to the general). In deduction, work is carried out based on a holistic sample of paired speech. The sample is first given to listen and understand as a set of paired speech units, then it is memorized, then lexical changes are made, part by part, and, finally, the paired speech is performed. According to the opinions of supporters of this direction, the language is naturally accustomed to learning “from top to bottom” (deductively). However, with such an approach, the student does not learn to independently use language material in speech, but falls into the trap of unconscious memorization and lack of free speech. In the inductive method, paired speech is practiced starting with small units and independent thinking. In this case, the use of a template is not prohibited, but the goal is not to memorize, but to imitate it. Along with the use of speech exercises, attention is paid to mastering language material (for example, standard and ready-made sentences). For this purpose, memorizing the unity of paired speech, combining sentences, and making grammatical and lexical changes in replicas are not ruled out. Thus, the receptive, reproductive, and constructive stages of teaching paired speech are known. The student listens (reads)



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and understands the speech of the announcer-teacher. At the reproductive stage, he imitates what he has heard and read, can memorize the text at home, and recites it with some changes. At the constructive stage, students conduct an independent conversation. Paired speech and monologue are taught in the following sequence in school conditions: Preparatory exercises: 1. Imitating (the material is not changed or there is a partial change). 2. Use logical operations such as substitution, rearrangement, and restatement. 3. Construct a sentence imitatively or independently. 4. Construct a sentence and group sentences.

Exercises designed to develop prepared speaking skills: a) express an idea by changing and supplementing it, relying on a basic word, speech plan, title, etc.; b) express an opinion using information sources (pictures, films and slides, text, etc.); d) express an opinion based on the topic studied.

Exercises for teaching unprepared speech: a) speak based on information sources such as a story, picture, silent film in the native language; b) speak based on life experience, consisting of thoughts and ideas that have been seen or read before, thought about, and imagined. Examples of unprepared and prepared speech exercises are given. Prepared pair speaking exercises include: answering questions (giving short, full, detailed answers), asking various questions; listening to or reading a monologue text and turning it into a pair; composing a pair on a topic; reciting the monologue text in roles; composing a new pair based on the content of the story (educational film, slide films).

CONCLUSION

The method of developing a conversation is of great importance in the rapid teaching of a foreign language. In particular, exercises related to this method increase the enthusiasm of the language learner and accelerate the learning process. This can achieve the expected result. Each of them requires specific language material and may be relevant to different stages of education. In a pair of information exchange, the interlocutors convey material messages to each other. Aimed at mutual or one-sided information, this pair is used at the primary stage of education, since it can be used on the basis of simpler or less extensive language material. Since the plan-paired speech is more complex in form and deeper in content, it requires knowledge



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of the future tense of the verb, awareness of imperative sentences, the ability to reject the interlocutor's opinion and defend one's own.

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