



THE DEVELOPING OF ENGLISH SPEAKING IN SECONDARY SCHOOLS

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In modern schools, when teaching a foreign language, conscious practical, conscious comparisons, conscious communicative methods are used.

English language textbooks created using a conscious practical method are widely used in Russian schools. Fly High, created for Uzbek schools, was developed based on the method of conscious comparison of English Matters textbooks.

In addition to the method and principle of teaching a foreign language, there are also methods of law. Law is a short methodological work in which a specific task is aimed at solving the task. The activity of a student and a teacher consists of a series of consistently directed lines with a specific purpose.

If we compare the method with YL, then the method is associated with the basic grammar, that is, with an introduction, exercise, slavery, whereas YL is associated with work or action, that is, without translating a word, revealing the meaning, constructing a sentence according to a grammatical rule. The sum of the rows of ovals excludes the usual. For example: there are two ways to reveal the meaning of a word: without translation, with translation. For example: revealing the meaning of a word through a picture, revealing through a subject is a principle in teaching a foreign language. The correct use of methods, methods and techniques depends on the skill of a foreign language teacher. According to the criterion of compliance of exercises with the goals of teaching a foreign language in secondary school, the methods can be divided into the following main types.

1. Real (natural) communicative.
2. Conditional (educational) communicative.
3. Non-communicative exercises.

We understand that the exercise is performed one or more times in specially excluded learning conditions related to speech or language.

Through communicative exercises, speech activity networks are taught to be applied in the same way as in their native language. These exercises are basic training exercises. They are aimed at the formation and development of communication skills.

Conditional communicative exercises - help students to work out language material, imitating conditional, communicative natural appeal.

The training may include non-communal exercises, exercises that are not related to the speech situation. Most of these exercises do not find a connection with speech situations and the speech continuum. The social order, conditions, and politics of society always determine the work and purpose of a comprehensive school. The goals of teaching foreign languages vary depending on the progress and development of society. In secondary schools, there are goals for teaching foreign languages that affect the correction of the course of foreign language teaching methods and production. In the 40-50s of the last century, the leading goal was to teach listening comprehension in schools, while oral



speech was just being formed. And now they change depending on the era, the demands of society. The goals of teaching a foreign language have their own character, which determines the content, means, methods and principles of teaching.

The main purpose of teaching a foreign language is the practical development of a foreign language. I.V.Rakhmanov mentor L.V. Developing Shcherba's thought, in his article "some issues of teaching a foreign language in secondary schools" he defines the main purpose of teaching a foreign language. He believes that the goals of teaching a foreign language are to create general education, education and communication, as well as to use the acquired skills and abilities for other purposes.

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