

## CONTROL OF SPEECH SKILLS AND SKILLS IN TEACHING FOREIGN LANGUAGES

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**Abstract:** *In this article, attention is paid to the control of speech skills and competences in teaching academic groups, as well as to the issue of standards. For example, reading speed cannot be a leading indicator of control, since the study of reading techniques in the first and second academic year is not yet fully disciplined. At the next stage, along with the content, the speed takes the status of the main indicator. We will consider the essence (task, purpose, role) of control.*

**Key words:** *academic groups, requirements, skills and competences, individual speech, types of control.*

### INTRODUCTION

In academic groups, the foreign language teacher faces the methodological problem of how, in what condition and what to improve students' knowledge. The object of investigation has been thoroughly studied from the theoretical and practical point of view. Foreign language speaking skills and competence are monitored by the foreign language teacher and the administration. The level of skills and qualifications students have achieved, what difficulties exist, and what they need to work on are monitored.

The meaning of the word "supervision" is to monitor, check, inspect the condition of things, progress, behavior of people. Such an investigation is expected to positively change the work situation. Therefore, the result is not blaming or finding fault, but at the root of the investigation are good intentions such as eliminating shortcomings, correcting the mistake, and moving the work forward.

Unfortunately, the word control has become a negative concept in society. The terms "inspection", "control", "control" are synonymous. Among them, the scope of the concept of control seems to be slightly negative in the broad "check".

In order to control the process of teaching a foreign language in ESP/EAP groups, it is necessary to master the transfer methodology. We will methodically analyze the problems of what, why and how to check and how to measure the result of control. It is known that a foreign language is taught for practical purposes, and its technical and orthographic aspects are also combined in order to acquire speech activity. In short, speaking skills and competences in a foreign language are acquired. It is self-explanatory that the same educational-methodical phenomena are brought under control. Methodical literature has also written about knowledge, skill and qualification testing. Knowledge of a foreign language is not specially tested, because it is studied as part of a skill, therefore, the skill is tested. Painful questions arise here. Well, if the thing to be checked is the phenomenon, what is expected from the control, what are its tasks, how does the result of the check affect the teaching work, and so on.

Main part: First of all, we will try to answer the question why control is necessary, that is, to clarify the tasks of inspection. The educational task of the test is to repeat and consolidate and improve previously learned language material (skills) and skills. All of them form a system of educational activities in educational management. Education is also provided during supervision.

Diagnostic (preventive) function of inspection. The result of language learning is known in time, and depending on the conditions, the appropriate actions are planned. Corrections will be made to the order of tasks and exercises in practical training. The cause of defects is also determined. Diagnostic control helps the foreign language teacher to adapt his pedagogical activities to the conditions.

The management task of supervision is an activity aimed at ensuring the management of the educational process in order not to waste time and effort, trying to find the most effective teaching methods and use these methods in the acquisition of language material and speech skills. The task of evaluating the investigation. It is necessary to evaluate the student's activity. The student's achievement is also a criterion of the foreign language teacher's work. Grading is an important motivation for the student's future work. Indicators of skills and qualifications are measured by grades (points).

A two-way assessment of the student's performance has been introduced:

- 1) his active or passive participation in training and
- 2) the result of the service (achievement), that is, the quality of acquired skills and qualifications is evaluated.

Both approaches are considered a motivation to increase student effort. One of the main goals of screening is to avoid negative outcomes.

In academic groups, in addition to monitoring the skills and qualifications of students, their goals of disciplinary investigation, formation of internal drive (motivation) in studying, and improvement of the management of the educational process are also realized. Control is carried out in the interests of the educational process, the less time the inspection takes, the more its benefit will be. At the same time, attention is paid to the issue of standards. For example: in the first and second year of study, the reading speed cannot be a leading indicator of control, since the study of reading technique is not really disciplined. At the next stage, along with the content, the speed takes the status of the main indicator. The essence of control (task, purpose, place) and now we will consider what to check.

The foreign language teacher faces the methodological problem of what to check. The object of investigation has been thoroughly studied from the theoretical and practical point of view. The foreign language teacher and the administration monitor the foreign language speaking skills and competence. The level of skills and qualifications students have achieved, what difficulties exist, and what they need to work on are monitored.

The difference between the object of control in a foreign language is that theoretical knowledge is not tested, but speaking, listening comprehension, reading and partly writing skills and competencies are checked.

During the examination of skills, the level of acquisition of lexical, grammatical and pronunciation skills, and their level of adaptation in speech activities are controlled. When

the qualifications are checked, the standard of ability to use the types of speech activities as a means of communication is measured.

In speaking, the development of single speech and double speech, in listening comprehension, the ability to appreciate the content of an audio text after listening once, and in reading, the ability to get information from a graphic text is tested. At different stages of education, the level of skills and qualifications is formed differently. They will be given specific information about the final requirements in the foreign language program of the school. Indicators of practical mastery of types of speech activity are measured by the main and additional criteria: the lower limit of the activity is determined in the main criterion, and the higher level is determined in the additional criterion.

The qualitative and quantitative indicators of the types of speech activity in a foreign language in academic groups have been determined in the methodological science. Indicators of quality indicators in speaking: relevance of the student's speech to the topic and perfection of its presentation; creative approach when speaking; able to use language material correctly.

Requirements for pair speech: For the first concentration, in the process of pair speech, receiving/giving clear information, exchanging ideas, using question-and-answer sentences, offering and receiving answers (giving an agreement or refusal, identifying information). Each of the interlocutors is required to be able to correctly apply the grammatical rule in a pair of speech.

Quality indicators in listening comprehension: the nature of the perceived audio text (mechanized speech or live speech) and the level of comprehension (general idea, full comprehension, clear comprehension). Quantitative indicators in listening comprehension: duration and speed of perceptually understood speech.

In the first concentration: listening comprehension of live texts (or speech in mechanical writing) consisting of familiar lexical and grammatical material and containing not more than 1 percent of long-distance (international) unfamiliar words. The length of the audio text is 1.2 minutes, the length of sentences is up to 12 words.

In the second concentration: understanding of audio text with up to 2% unfamiliar international words intended to be understood beyond previous requirements. 500-700 characters are heard in one minute, audio text lasting up to 4 minutes, sentences up to 13 words long.

Quality indicators in studies:

1) Character of reading comprehension (general idea, complete understanding of main ideas and information, clear comprehension of the content of the text, understanding of what is read with or without translation);

2) feature of the language material in the text (only familiar or partially unfamiliar lexical material), adapted/original text.

Quantitative reading indicators: reading speed, text size. Program requirements for study.

In the first concentration: reading without a dictionary and reading texts close to the original from artistic and scientific popular literature, which contain 3-4 percent of unfamiliar lexicon based on familiar lexical and grammatical material (their meaning is

based on elements that make up the word) and tell the meaning. Reading speed adds up to 500 words per minute.

In the second concentration: reading without the help of a dictionary an adapted passage from artistic and scientific popular literature with the participation of unfamiliar lexicon, which is composed (selected) on the basis of learned grammatical material and the meaning of which is revealed with the help of the context up to 4%, reading up to 500 words per minute with the help of a dictionary up to 10% of unfamiliar lexicon reading socio-political (from the press) and scientific popular literature.

After the nature of the control is revealed and the object to be inspected is determined, the issues of organizing the direct inspection process are discussed. It is important to clarify the concepts of method, type, test and evaluation in the control methodology. In the discussion of inspection methods, it is considered that the student's skills and qualifications are monitored in academic groups.

In most cases, it is a known fact that both require the commonality of performed tasks, and at the same time, some verification steps are separate. There are four types of skill and qualification testing: daily (constant), thematic (thematic), periodical, final control.

Conclusion: Regular supervision is the most common and most effective type of supervision that teachers use every day, as mentioned above, aimed at performing a corrective function. In each lesson, teaching and supervision appear as integral parts of education. Thematic control is considered when a topic or textbook schedule (a set of exercises) is completed in the teaching of a foreign language in academic groups, and it is checked in the processes of generalization, repetition, consolidation. It is known that the material of a foreign language (except for the first several courses) is organized methodically on a specific topic. One or more paragraphs are devoted to one topic. Usually, the topic review is conducted in the last lesson of the paragraph. Depending on the results of the daily (permanent) inspection, a little/a lot of time is spent on it. It goes without saying that a periodic review covers a lot of material in terms of volume. This monitor shows the overall achievement level of the students in the classroom.

So, at the end of the period of the academic year, this type of inspection is useful for completion. It is natural that exercises intended for periodic control are not given in the textbook, because the errors that are made or the difficulties that arise are only taken into account in the daily lesson exercises. Therefore, periodic review exercises are prepared and conducted by the teacher. For this purpose, those that have not been thoroughly mastered during the previous period or among all the language material learned so far are given to be repeated, and control is carried out in the next lesson. By doing so, the error is avoided.

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