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TRAINING THE PACE OF INTERPRETATION

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ABSTRACT

Theatrical deals with the major role of developing cognitive abilities, oral speaking skills in teaching English. The author concludes that oral speech is an integral part of learning languages, as the language is the means of communication, and the level of its progress and efficiency in learning is mainly identified by this certain aspect. Besides, the author also makes some recommendations n improving teaching speaking skills for foreign language teachers.

KEYWORDS: *Foreign Language, Student, Teacher, Foreign Language Speech, Communication, Oral Speech, Educational Material, Task, Student Communication, Teacher Communication*

INTRODUCTION

When teaching oral speech, it is necessary to develop cognitive abilities. Linguistic competence is the most often disclosed as a set of specific skills that we need for speech contacts and mastering the language as an academic discipline. When we talk about communication, then, naturally, questions arise: what is the reason for our communication, with whom we communicate. Any of our activities contains motive, purpose, action and operations. In my article, I would like to talk about the communication of a teacher with students in a foreign language in the classroom and after school hours, about communication of students in a lesson under the guidance of a teacher, about communication of students during extracurricular work in a foreign language. As for actions and operations in any lesson, on the part of the teacher, students aim them at the assimilation of knowledge, abilities and skills in the subject, and students often perform certain actions or tasks without thinking about what their essence or benefit is. ... In addition, many adolescent students have academic problems. Often this is not due to the child's working capacity or his intellectual capabilities, but to a sharp drop in interest in learning, a decrease in learning motivation. It is necessary to note and encourage the slightest success of the child in learning, even minor shifts for the better, substantiate the grades in detail,

highlight the criteria for grading so that they are understandable to students, gradually instill in the student confidence in himself and his abilities, thereby changing his self-esteem. The teacher should try to come to the class only with positively directed energy, speak kindly, be able to maintain a conversation on topics of interest to students, that is, know not only the basics of grammar, phonetics, vocabulary and regional studies, but also understand at least a little bit of modern youth fashion, music, sports, literature, computer technology. We, teachers, should always be with the student, although one step ahead of him. The teacher's speech in the lesson is of great importance, stimulating students to learn a foreign language, clearly convincing them of its communicative function. This, undoubtedly, has a positive effect on the attitude of students to the study of this subject, however, only if the teacher fully and correctly uses the possibilities of communicating with students in the taught foreign language. When communicating between a teacher and students, it is important that the latter understand speech directly in a foreign language, and for this it is necessary to take into account some factors. I am sure that communication between a teacher and students in a foreign language should occur at all stages of the lesson and throughout the entire course of study. For example, expressions of classroom use should be introduced gradually with the obligatory complication of the language of communication as students progress in the target language, which, unfortunately, is not always observed in teaching practice. When using a new expression necessary to teach a lesson, you need to draw the attention of students to its form and meaning, without fear of translation. In the future, the teacher uses this expression uninterruptedly, first reinforcing with a show, facial expressions, gesture what needs to be done. Then the teacher turns off these means of communication, so that understanding provided only through sound language. Although facial expressions and gestures play an important role in communication. Communication in a foreign language of a teacher with students during the lesson, as well as when meeting with them outside of school hours, can serve as an incentive to increase motivation in learning a foreign language at school. Firstly, the communication of students in a foreign language in a lesson under the direct supervision of a teacher occurs during the study of the topic, when, after familiarization with the educational material and training, students move on to the use of the acquired material in listening and speaking, which is stimulated by visual aids. These can be objects around students or subject cards. The student should name the objects that are on his desk or that the teacher shows him. The student communicates to the class what he sees. Another student characterizes the subject. The third talks about, for example, what this item used. The fourth expresses an attitude towards him. At a fast pace, we can interview students, test their ability to build, and in many cases reproduce the required statements stored in memory. Secondly, the use of educational material in listening and speaking stimulated by auditory means. It can be carried out with the help of sound-reproducing equipment and the teacher's story. Listening assignments to students direct their attention to the content of the text listened. The implementation of such tasks is associated with the ability of students to understand a foreign language by ear and speak the target language, that is, to receive information, subject it to some processing and transmit the information received in a transformed form. If the teacher has, a good command of the taught language and is able to adapt his speech to the level of language training of his students. If the teacher knows the methodology of teaching a foreign language and, in particular, the technology of teaching, knows the basic methodological principles and can implement them in methodological techniques used to stimulate the statements of students. If the teacher has all the necessary visual and auditory means and knows how to use them freely. If the teacher knows

how to rational use specific learning conditions (the number of students in a study group, etc.), clearly formulate assignments, and skillfully use teaching aids. A large number of creative tasks and projects in the classroom also provides the development of oral speech and cognitive abilities. Pupils willingly draw comics with short comments or come up with captions in English for ready-made drawings. All this allows you to strengthen the team spirit or develop the individuality of each student.

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