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TASVIRIY SAN'AT YO'NALISHI TALABALARINING CHET TILIDA NUTQ QOBILİYATLARINI RIVOJLANTIRISH METODIKASI

Аннотация

Ushbu maqola san'atshunoslik yo'nalishi talabalarining muloqot ko'nikmasidagi nutq faoliyatini rivojlantirishda talabalar faoliyatining mazmuni va shaklidan kelib chiqishib, chet tilida faol til ko'nikmalarini shakllantirishga qaratilgan.

Калит so'zlar: muloqot ko'nikmalari, nutq faoliyati, motivatsiya.

МЕТОДИКА РАЗВИТИЯ НАВЫКОВ ИНОЯЗЫЧНОЙ РЕЧИ УЧАЩИХСЯ НАПРАВЛЕНИЯ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

Аннотация

Эта статья направлена на формирование активных языковых навыков студентов искусствоведческого направления исходя из содержания и формы их деятельности, а также личных умений студентов.

Ключевые слова: коммуникативные навыки, речевая активность, мотивация.

METHODS OF DEVELOPING THE SPEAKING SKILLS OF FOREIGN LANGUAGES IN THE FIELD OF FINE ARTS STUDENTS

Annotation

This article aims to form active language skills of art students based on the content and form of their activities, as well as students' personal skills.

Key words: communication skills, speech activity, motivation.

Introduction. In order to create a rational work system of students of the art direction for mastering foreign languages, it is necessary to draw from significant differences in the psychology of mastering the native language and Foreign (second or foreign) languages. The main tasks of educators are the development of student speech, which implies the formation of active language skills for the purpose of their communication. Communication skill is the ability to carry out a certain activity or action on the basis of previous experiences, which is a component of activities related to practical activity, the ability to apply knowledge in practice. Skill is a way to successfully perform an action in proportion to the purpose and conditions of the activity. The structure of speech can be described schematically as follows: Zimnyaya I.A., Leontiev A.A. Psychological features of the initial acquisition of a foreign language, issues of teaching chettili at the initial stage. - M.: Chettili, 1976. S. 31.

Conditional characters

- types of speech
- speech qualification
- speech forms
- goal proportionality

Literature review. J.Jalolov believes that there are 4 goals in teaching a foreign language. One of them is the concept of developing communication skills. The purpose of the development of communication skills is the Mental of the student's personality in the process. hisie and inner motivation i.e. represent the improvement of the motivational part [J.Jalolov; 48 b].B.Samatova [B.Samatova;18-b] insists that the division of motivation into internal and external types depends on the source that affects a person. While the source of external motivation is external forces, the factors that cause internal motivation are the internal state and experiences of a person. Y.P comments that Ilie's " motivation always depends on internal state-from the external side only to influence a person, through which its internal stimuli and motives can be employed". [E.P.Year;24-b.] Barno Samatova has argued that" motivation is a factor that determines the success or reflection of students in academic activities, and that the motivation factor for successful studies is superior to the factor of the multi-component intellect has found evidence in

research".[B.Samatova; 17-B] This Is D. Mitrofanova and V.G. As Kostomarov noted " depends on the system of values acquired by the individual and on the socio-historical environment; it includes the social ideal and views, motives and needs, interests and aspirations, individual inclinations and ideals, feelings, inclinations, attitudes towards this teacher.

Research methodology. It is known that the perception of the native language proceeds in direct connection with understanding, knowledge of objective reality. Mastering a foreign language occurs significantly different from the natural development of the native language. Since students, in the process of mastering the skills of communication in a foreign language, refer foreign words to a certain topic not directly and directly, but indirectly, that is, on the example of words in their native language, errors often arise in their speech at the point that they associate with the peculiarities of the lexical and grammatical structure of their native language. To eliminate these shortcomings in speech and develop the speech of non-philological students in a completely foreign language, it is necessary to form a new dynamic mold, that is, an andase, and it does not form immediately, since for a long time it coexists and interacts with the dynamic andase of the native language. This is the transfer of student thinking from one language base to another language base in the process of teaching a foreign language, that is, in this case, the need to understand bilingualism among students as a process of formation.

In order for teaching a foreign language communication skill to be effective, the teacher must know the Psychological Laws of its perception, understanding, development and production, that is, the teacher must know the mechanisms of speech (N.I.Jinkin), should have an elementary understanding of the structure of speech activity.

Analysis and results. An act of communication skill is a unit of activity that corresponds to the motive and ends up satisfying that motive. The act of communication is also a unit of activity, the implementation of which will be necessary to achieve the goal (a process that is subordinate to the perceived goal). The concept of communication skill opera is important when

comparing communication actions performed using native and foreign languages.

The action of communication carries out a speech action, and the action of speech carries out a speech action, while the character of the actions of communication depends on the conditions under which the work-action is performed. That is, on the path from the initial stage of communication movement (motivation) to the final stage (satisfaction of motives), a person solves an intermediate, sequential chain of goals with the help of speech actions and their components – dialogue operas.

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Motivation is a process that initiates, controls, and maintains goal-oriented behaviors. Motivation involves

biological, emotional, social, and cognitive forces that activate behavior. In everyday use, the term "motivation" is often used to describe why a person does something. This is the driving force of human actions.

Types of motivation:

Different types of motivation are often characterized as external or internal:

- External motivation is one that comes from outside the individual and often includes rewards such as prizes, money, social recognition or praise.

- * Internal motives are motives that arise from within an individual, for example, to perform a complex crossword puzzle for personal satisfaction in solving a problem.

Speech activity contains three components:

- 1) action (Act of speech)
- 2) movement (speech movement)
- 3) operationalism (speech operationalism).



Based on the above, the act of communication skills is a unit of speech activity that corresponds to the motive and ends with the satisfaction of this motive; the act of communication is an element of speech activity aimed at solving one urgent task, and communication opera (as a way of performing the action) is associated with changing conditions of activity. We allocate a special place for motivation in the structure of communication activities. Research of psychologists (S.L.Rubinstein, A.N.Leontiev, A.K.Markova's works) make it possible to emphasize that the goals, needs and motives that make up the motivation of educational activities motivate students to acquire knowledge, to cognitive methods, and to consciously connect with learning. is active in educational activities.

As you know, the speech activity of each person has the following skills:

- a) speak (send speech signals),
- b) listening (Reception, Perception of speech signals),
- c) write (encrypt speech signals using graphic symbols).

In these types of communication activities, the meaning and content of speech are important, namely: the ability to convey one's opinion (in speaking and writing), the ability to understand one's opinion (in listening and reading). The development of communication skills is the key to successful written thinking,

strong reading skills - the enrichment of oral speech, therefore, all four types of speech activity are interconnected.

Conclusion. The basics of learning a foreign language to students of the art direction are, of course, the basics of learning a foreign language, which considers the information of learning an active language for the purposes of their general communication, or, to include a language that does not have native means of communication. In conclusion, communication activist from the type of mashgulot regardless of the internal, intellectual activist whose reading aims to change this idea becomes a mandatory psychology prerequisite for its success.

Psychologists divide the process of changing the native language into 3 stages:

Stage 1 of training (receptive) covers the period of initial listening and understanding of foreign language communication (son conversation course);

Stage 2 (reproductive) requirements information about how to speak, read and start writing in a foreign language;

the 3rd head of learning (productive) is accompanied by active intelligence on the basis of a foreign language bound word. At this stage, the ability to think in a foreign language trembles in its speech.

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