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ДЕЯТЕЛЬНОСТЬ ПО ПОВЫШЕНИЮ РЕЧЕВЫХ НАВЫКОВ ESP LEANERS

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Аннотация. В данной статье рассматривается проблема обучения говорению в ESP и проведения занятий, основанных на развитии навыков речи у студентов.

Ключевые слова: говорение; речевая деятельность; нефилологические учреждения; специалист; устное общение; выразить идею; средство общения; мотивация; коммуникативная компетентность; языковые навыки.

ESP LEANER DASTURI ASOSIDA NUTQIY KO`NIKMALARNI OSHIRISH FAOLIYATI

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Annotatsiya. Ushbu maqolada talabalarning nutq ko'nikmalarini rivojlantirish bilan bog'liq masalalar haqida so'z yuritiladi.

Kalit so'zlar: nutq, nutq faoliyati, filologik bo'lmagan tashkilotlar, mutaxassis, og'zaki muloqot, g'oyani ifodalash, aloqa vositasi, motivatsiya, kommunikativ kompetentlik, til malakalari.

Speaking is one of the most basic functions of communication. Also, in the English language it has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning. This process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs. Additionally, it involves a dynamic interrelation between speakers and hearers that results in their simultaneous interaction of producing and processing spoken discourse under time constraints. Given all these defining aspects of the complex and intricate nature of spoken discourse, increasing research conducted over the last few decades have recognized speaking as an interactive, social and contextualized communicative event. Therefore, the key role of the speaking skill in developing learners' communicative competence has also become evident, since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances. Also, it presents the importance of integrating this skill within a communicative competence framework so that learners can acquire their English language communicative competence through speaking.

Practical using of English in forthcoming professional activity is the main purpose of teaching English in non-linguistic faculties. The lack of motivation is one of the main difficulties in speaking in such classes. Moreover, students are also too shy to speak with the friends. Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued by employers.

Students with good communication skills:

- can relate well to colleagues and customers
- are able to get information they need from organizations and individuals
- can explain things clearly and contribute to meetings and discussions
- are more successful in their careers
- have more positive and productive relationships with others.

That's why, their interest, teaching material and techniques also determine the success or failure of skill development.

According to their profession, students should participate in scientific conferences and they should read and understand the professional text, they should get information in FL about their specialty. In professional oriented process:

1. The first of all, there should be integration between FL and subjects of specialty;
2. Secondly, before FL teacher stays such task by integrating subjects teacher should form in the student professional knowledge, skills and professional habits;

The main purpose of teaching foreign language in different non-philological institutions: each specialist shouldn't learn some language but, she or he should have free communication and should develop his/her profession in the field of learning it.

Teaching speaking and its strategies in the situations of professionally-oriented communication as well as improvement of monologue and dialogue communication skills are investigated in the doctoral theses by E.N. Pshenichnova P.A. Sidorenko, O.V. Chuksina and others. Research conducted by means of 'interdisciplinary' approach is always of great interest.

For example, implementation of an integrated approach to teaching reading and speaking based on the text types for specific purposes can be observed in the papers by N.V. Gagarina, Hampden-Turner, Hulstiyn and others. . Role playing is still of great interest for educators. Various issues applying business role plays in teaching professionally-oriented foreign language communication are studied by Shaturnaya.

According to ideas of some foreign language psychologists speaking is not either a communication process or utterance but it is a means of statement or expression of the idea.

In this age of progress the teacher has to come down from his sit at the front of the room to interact with the individuals in the class. Today, the new generation does not want to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way. So, we teachers should guess our learners needs and design our lessons, tasks according to their needs. So, what they want from us? They want to:

- Think independently
- Be creative
- Follow their inspiration and interest
- Learn what they want to know
- Learn how to find information
- Learn to do own research
- Learn to report their findings
- Learn to present their ideas to others
- Learn to communicate conclusions and so on.

Nowadays, students play more interactive role unlike the usual uncommunicative role from traditional approach. Teachers play a role as a facilitator in learner-centered activities such as "problem- solving, discussion, role-plays and debates", etc. to provide opportunities for all students to participate actively. In that case, we should use tasks based on activities that encourage independent development. The bases of student-centered learning are as follows:

- Task-based learning means helping the students choose a job that they want to do and then let them go out and do it, individually, on their own or within peer-learning a group.
- Student-centered learning means allowing the students the freedom to work on topics of their own choosing, within reasonable guidelines, in accordance with the body of knowledge.
- Self-access learning means letting the students go out and find their own information on their topics from anywhere they can, such as the Internet, books, journals, magazines, newspapers, interviews, and etc.
- Group Activities means allowing the students to form groups of four or five in which they will share the responsibility of getting-the-job-done and of doing the planning, preparation and presentation of their accumulated information as a team, each with an assigned task to fulfill, so they can learn from working with others and from the constructive comments the teacher makes in helping them through the steps of the process.

In such a process, the teacher is seldom at the front of the room, but usually mingling with the students, going from group to group, answering questions and encouraging progress as he/she goes.

As our students are future specialists in various fields and want to be good communicator following activities can develop our learners' speaking skills.

Student Debate

Instruction: Divide the class into groups and get them to discuss one topic and give reasons to justify the assertion made in the list that you see below. One student should be appointed as discussion leader and another should be asked to act as secretary to write down the points as they come up. Later, the group can

put the points in logical order and each individual group member can speak before the class and present some of the reasons. Such as:

12. Students should be allowed a study week with no classes before exams.
13. There are some jobs that only men should perform etc.

Asking the Friends for Advice.

In this task, one student goes to the front and pretends to have a problem and asks the others for advice. This is a kind of free-for-all activity that gives everyone a chance to speak if they wish. It also shows the teacher which students are ready to participate and which ones hang back and may need extra attention and encouragement.

Problem-Solving

In this task, divide the students into groups of about 5 and let them choose a topic, with the help of the teacher, and then students go out and research the topic to collect all the information they need and then put it together in big report which can also be given as an oral presentation at the end. For example,

Assign the students a general problem, like "How to Solve a Social Problem," and then get them to narrow the topic so that each group has a different problem to research and explain and suggest a solution for.

Present the Design of Your Dream House: in this task, the students will be asked to design their own dream house. The class should be divided into groups as appropriate, normally five per group. The budget is hypothetically unlimited, so they will have total freedom to build as big and expensively as they like.

In conclusion, I would like to add three final points. One is that, far from becoming a silent partner, the teacher should always be speaking to someone, with others listening, and it is of the utmost importance that the students have a role model to follow to help them speak and pronounce words, phrases and sentences in English. The first place to start learning a language is to hear it spoken, preferably in an up-close context by a proficient speaker.

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HISTORY OF FORMING SOCIAL HUMANISM IN PEDAGOGY

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Annotation. In this article, the history, content and meaning of the idea of social humanism in pedagogy are revealed in the given article. The information contained in the dictionary of pedagogical terms is also reflected. The meaning of humanism is described in both religious and philosophical disciplines.