



**USING LANGUAGE SITUATION AS AN EFFECTIVE  
METHOD DEVELOPMENT OF CONVERSATIONAL LANGUAGE  
IN ENGLISH EDUCATION**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>The analysis of the history and change of approaches in teaching a foreign language to students of higher education institutions clearly shows the importance of focusing on teaching speaking as one of the main types of speech activity, which means using primarily a communicative teaching method in their work.</p>	<p><i>teaching speaking, natural communication situations, dialogue relationships.</i></p>

Speaking has always been considered as the most popular type of speech activity. For many students, this is a basic skill. Speaking skills, like any other skills, are not formed by themselves; for their It is necessary to use special exercises and tasks that are designed to eventually form and polish the ability to navigate in natural communication situations. They are an important component of the English language course

According to the updated education system, the main goal lies in the educational process. A foreign language is a training of communication skills. Dialogue language occupies a major place in the communication process. For this reason, one of the most important goals of foreign language teaching in schools is teaching interactive speech. A dialogue language is a complete mini-story with a plot.

**Main Deas and Solutions**

Excellent use of dialogue language is evident how well the child as a whole speaks in depth and understands.

You can include words and sentences that you wouldn't ask in conversation. The need to develop dialogue speech skills is explained by the fact that it is based on according to the principle of interaction between subjects. Communication exchanges an idea that requires an answer, objection, approval, and rejection [2, p.65].

When participating in a system of dialogue relationships, the participants in the dialogue are:

It is involved in the process of mutual transmission of motives, attitudes, goals, interests and motives needs. At the same time, this dialogue requires equal communication position of the communicator. Partnerships come to the fore; mutual consideration of the interlocutor's interests, recognition of the right to superior perspective;

Discuss problematic issues constructively and positively. The use of simplified syntactic structures in dialogue is due to the fact that:

Sentences with simple structures do not overload working memory and have the speaker focus on the meaningful aspects of the utterance. Similarly relative folding of syntactic means is more natural under the following conditions: unprepared speech. Ellipticity is a feature of all language levels of interactive interaction.

Phonetic, lexical, grammatical. It is due to the existence of a single circumstance. Communication, contacting interlocutors and a wide range of uses of the non-verbal elements of communication. Also, due to the fact that the statements of the interlocutor in the dialogue are logical and meaningful connected, each should try to listen, understand and form ideas.

Talk to each other to set the focus of the topic of conversation. Combination with reception generation in the context of speech acts is aiming for both perception and appropriate response in the context of joints dialogue interaction [3, p.65].

The success of the reception and production acts as the basis of joint communicative interaction directly affects both the process of speech activity in the dialogue and its product. This is due to the need to follow the train of thought of the communication partner. Some remarks or reactions of the interlocutor may be predictable or logically follow from the conditions of the communicative situation in which the interlocutors are, however, the course of the dialogue cannot be fully planned out, since during the conversation it may there will be a spontaneous change of topic or reaction, which will require certain actions from the communicants, based on the new conditions of communication.

The problem of the development of dialogical speech of schoolchildren in English lessons remains one of the most urgent for many decades. Since speech, being a means of communication and an instrument of thinking, arises and develops in the process of communication, the organization of training should also provide for the development of communication skills in a foreign language, such as thus, mastering coherent dialogic speech is one of the main tasks of speech development schoolchildren. In dialogue, situations determine the motives for speaking, which in turn source of language production. Dialogue success in English lesson interactions are highly dependent on the communication context specified by the teacher and the course.

## **Student comprehension of speaking tasks**

Among the main problems that arise when working on dialogue speech we can distinguish between [5, p.390]:

- Students are embarrassed to speak English, afraid of making mistakes, subject to criticism from teachers and classmates.

- The student's vocabulary is insufficient.

- Students have nothing to say about the topics discussed and not enough Information on this topic in your native language.

- Students don't know what to do because they don't understand the speaking task.

- Students do not have sufficient speech and language resources to complete the task.

To eliminate these problems, it is proposed to use speech situations in English class. A verbal situation is understood as a set of verbal and non-verbal conditions.

Necessary and sufficient to perform the speech act as planned make a plan. It should be emphasized that speaking situations serve as an effective basis for organizing everyone. The need to use speech situations and their possibilities has long been recognized speech.

The situation applies at all stages of foreign language teaching in schools. In our English lessons we can provide the following types of speaking situations:

## **1. Social and status-related language context:**

**A.** Imagine visiting her (girlfriend) for the first time and hanging on the wall in the hallway a photo of his whole family. Ask your friends who are all these people in the picture (her girlfriend) and what they do and who they work for.

**B.** Divide into pairs. Imagine that you are a friend you haven't seen in years. And now the day of your meeting has come. Tell each other about yourself.

**C.** Suppose you are a speaker and you are presenting a project about antiquity building. You present your work publicly. Please tell me that your classmates are the audience.

You can ask questions to answer.

## **2. Role relationship utterance situation:**

**A.** Imagine coming to a new school for the first time. Thereby after introducing myself, the teacher started asking about my hobbies and the city where I live.

Describe yourself in detail, including where you are from, nationality, and age.

**B.** Imagine you are a teacher. The theme of your class is a teenager's dream. There is a need tell me what dreams modern teenagers have. Remember to answer all student questions (your class).

**C.** Suppose you are new to a new school. And while dating your classmates started asking about your hobbies, your city, your hometown, your nationality, age, etc. And you describe yourself in detail.

## **3. Fill in the blank with the missing word**

I'm sure you'll be Jane soon....., everyone does.

Have you ever been bad with your boyfriend?

true friends never... Separated after many years of separation.

What is it that you absolutely don't want to deal with about your boyfriend?

Real friends try... Friendship after falling apart.

You can always count on going hiking with Peter.

## **4. Partial translation.**

I wonder why Alex is popular with her friends

Everything works for him:

Research and Social Work. Please help me translate this text. - Why don't you do it yourself? - Do you speak English?

I can't give it to you. - Let's do it together. - I knew you would never let your friends down. He always finds a plausible excuse.

A true friend can restore friendship even after a serious argument. Putting out a problematic plan often means intentionally putting the student in a situation of failure. Finding yourself within the framework

of imitative and fictitious reproduction behavior accepting school children for interpersonal contact organized around speech situations

I find it much easier to play a social role and voice my opinion. Work within the framework of such topics are great schools of communication. Gradually, students acquire skills needed to speak interactively [4, p.94].

In this way, it can be said that the success of the trial task lies in active participation.

Number of students in the learning process where latent knowledge is used in imaginative ways of life situations with a communicative approach in the context of speech situations. In general, because of its relevance and interesting content, the learning process is teaching English is not only educational, but also educational and beneficial individuality.

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