



**PECULIARITIES OF TEACHING SPEAKING IN NON-LINGUISTIC FACULTIES**

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<b>A B S T R A C T</b>	<b>KEY WORDS</b>
<p>This article explores peculiarities of teaching speaking in technical classrooms, the use of various innovative methods in the process of teaching technical terms in foreign language, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university.</p>	<p>technical terms, non-linguistic, communication skills, activity, language competence, learners' needs.</p>

Proficiency in a foreign language is becoming not just a priority skill for specialists of all levels, but also a necessity in modern conditions of the development of science and technology. The exchange of technologies, which are stimulated by holding numerous exhibitions of various levels, investments in foreign projects and attraction of capital from other countries, makes it necessary to communicate between specialists not through translators. Accordingly, knowledge of a foreign language becomes mandatory when applying for a job. In modern conditions, many areas of industrial and national economy are faced with such a concept as "optimization".

The circle of people who need to communicate in foreign languages is quite wide. Communication and technological development in society has involved a large number of people of different professions and ages in both direct and indirect communication via the Internet. In the conditions of modern scientific and technological progress, a huge amount of information is distributed in foreign languages; thousands of international events are held (conferences, seminars, round tables, etc.); millions of articles, patents, instructions, etc. are being translated. In this regard, the socio-cultural context of learning foreign languages has also changed significantly.

The educational function of foreign languages, their professional significance in the university, in the labor market has significantly increased, which led to an increase in motivation in the study of languages of international communication. University graduates are required not only to be highly professional, but also to understand the principles of communication, especially speech. The culture of speech is one of the components of the professional training of specialists in various fields. They need to be fluent in all types of speech activity, have the skills of speech testing, be able to conduct a conversation in a qualified manner, feel confident in both household and business areas of communication.

Teaching speech communication is the basis for teaching a foreign language to students of non-linguistic specialties. The educational process must be oriented towards communication, the use of the

language being studied from the very initial stages of learning to solve communicative problems that arise in a particular situation of reality or imitate such situations. For this, it is also important to determine the component composition of the content of teaching foreign languages. Therefore, we believe that the content of training should be a model of communication that is acceptable for the culture of the language being studied, and highlight in such a model language and speech material, texts, relevant topics, situations of communication, as well as skills and abilities. It is necessary to choose professionally relevant material, take into account the student's prior knowledge of the language and specialty, his age, the purpose of communication, the type of communication, the level of education, and others.

It's essential thing to define learning while teaching foreign language as they are both sides of the coin. Effectiveness of teaching highly depends on the number of learners which is the most accepted criterion for measuring good teaching, showing the correlation between students' results and teachers'. "Teaching in the absence of learning is just talking": said Thomas Angelo, highlighting that the efficiency of teaching lies in student learning.

As far as the language descriptions are concerned, the main question that needs to be answered is what is going to be taught and learnt. Based on the survey, the teacher has to find areas of language necessary to comply with the needs of the learners and then contextualize them, to put it simply, to create a list of materials that will be motivating and will provide useful and meaningful conversational opportunities to practice speaking skills in real life situations. For this, she first needs to elaborate a course syllabus, which can be defined as a document which says what will (or at least should) be learnt. At the same time, teaching oral foreign language communication presents certain difficulties, which are due both to the peculiarities of this type of speech activity and the conditions in which the learning process takes place in non-linguistic universities.

The first difficulty is connected with the high dynamism of oral speech: what is said or heard is always relatively short-lived and irreversible. Oral speech is difficult to control without causing unnecessary interference to the speaker or listener.

The second difficulty is that oral speech is a process, as a rule, two-way: one communicator speaks, the other listens. Therefore, when teaching oral speech, it is necessary to teach students two types of speech activity at once - listening and speaking.

The next difficulty in teaching oral speech lies in its high degree of situationality and emotionality. In the absence of a situation adequate to linguistic means, oral speech does not become a full-fledged means of communication, but only represents the sphere of acoustic signals constructed taking into account the oral-speech code and not carrying a communicative task.

In addition, when teaching communication in a foreign language, it is necessary to take into account the cultural characteristics that are inherent in another community, and teach students taking these characteristics into account. You should also pay special attention to differences in native and foreign languages, as they can create additional difficulties for students. The native language cannot be completely excluded from the process of mastering a foreign language, however, relying on it in the learning process implies problems of transfer and interference. The ideal option for conducting a lesson in a foreign language is to fill the entire lesson time with predominantly foreign language-speech training of students while implementing the principles of linguistic clarity and novelty of speech material. The task of the teacher is to choose and use the most rational methods and methods of teaching. In the educational process, it is advisable to apply general forms of educational work: frontal,

group, pair and individual. Pair and group work can be called the most rational forms of organization of educational activities for the development of oral speech skills. The joint performance of tasks helps to increase the educational and cognitive motivation of students, since everyone contributes to the common work.

As an independent work, students are invited to collect a portfolio on a given topic (compilation of vocabulary, cognitive, mental maps, writing an essay), develop a project, prepare a presentation. Such tasks stimulate the study of a foreign language; make the educational process more conscious, and also develop students' ability to self-assess a number of competencies. Students are especially interested in developing their own projects and presentations. In the course of working on them, students reveal their creative abilities, join research activities. Such activities allow using various modes of work of future specialists, organizing training in cooperation. When preparing a project, students learn to work independently: plan their actions, select the necessary material, develop their intellectual skills, and acquire certain learning skills. The project methodology affects all types of speech activity, as well as forms and develops linguistic and regional knowledge.

A number of various approaches can be applied in the lessons, on the other hand for teaching speaking, there should be a special focus on methods allowing learners to practice their fluency skills without worrying about mistakes they might make during their spoken production. From this point of view, methods such as Communicative Approach or Task based Learning might be preferred as they both aim at practicing real situations. To keep students motivated and involved in the lesson, it's suggested using a wide range of techniques like picture prompt, sequencing pictures, jumble the picture, information gaps, variety of activities, topics for dialogues or learner roles and many others.

There is no universal method of teaching a foreign language, so much depends on the teacher as a specialist and teacher, and the main criterion for choosing an approach, methodology, method and technology of teaching should be considered its pedagogical effectiveness

The best way to make language teaching method effective is to select appropriate one. Students should be provided with productive, informative and satisfying information; they should be active in participation and discussions. ESP teacher must learn to constantly adapt to the students' needs. Even a small in chosen teaching method can help to create a more productive and casual environment for both teacher and the learner.

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