

USEFUL METHODS FOR TEACHING READING AND SPEAKING TO SECONDARY SCHOOL LEARNERS

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<https://doi.org/10.5281/zenodo.17389868>



ARTICLE INFO

Received: 01st October 2025

Accepted: 14th October 2025

Online: 19th October 2025

KEYWORDS

*medium school , study , speech ,
communicative , mechanism .*

ABSTRACT

Currently, in connection with the formation of an intercultural society, the need to develop unprepared speech skills among high school students is increasing. Many works of psychologists and methodologists are devoted to the problems of formation of speech skills. This scientific useful methods of teaching reading and speech to high school students in the article see we go out.

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Thus, for example, VA Artyomov developed a communicative theory of speech; BV Belyaev was one of the first to identify speech processes of listening, reading and speaking as types of speech activity; IA Zimnaya and ZI Klychnikova identified internal and external factors that determine the effectiveness of memory mechanisms, pre-reflection, understanding in the general structure of communicative ICT; LS Vygotsky formulated the regulation on changing the child's cognitive sphere, which develops under the influence of object-communicative activity; U. Rivers studied the means of expression, the formation of thought in the process of its expression by a person; PB Gurvich and VL Skalkin put forward the idea of distinguishing "fields of communication", general topics of educational communication; IL Bim developed "speech models", summarizing exemplary acts of communication; EI Passov proposed and founded a new communicative approach to teaching foreign language.

Literature analysis.

Foreign and domestic Methodists traditionally consider reading and speaking as the main types of speech activities in home reading classes, and therefore their teaching should be carried out in the same direction. To solve this problem, it is appropriate to consider the mechanism of combining a new combination in both types of speech activity, that is, in a complex. So, how can the interaction of reading and speaking be carried out through a combinational mechanisms to answer this question, we analyze the factors (conditions) that affect the success of combinatory actions in reading and speaking.

1. Formation of "open" stereotypes of words and their connections (determines the speed and automation of actions in reading and combining). It is known that the reading speed depends on the coverage area: the larger the coverage area, the faster the reading process continues. In addition, the formation of "open" stereotypes of words and their connections during reading has a positive effect on the combination process carried out by the

anticipation mechanism, so the better these stereotypes are formed, the faster the prediction is made.

2. Development of inner speech. In reading, it is the main link in the process of semantic formation and can act as an internal voice (at the initial stage) or in the form of mental listening in an experienced reader. In speech activity, it acts as a trigger mechanism that controls the process of selecting speech units necessary for internal speech. Thus, inner speech is a general mechanism for reading and integration that needs to be specifically developed.

3. Formation of contextual images. In reading, context plays an important role in the meaning-making process, because only in context are the meanings of language units updated. Due to the situational nature of speech in speech, the combination of speech units is always associated with a certain context, represented by one or another situational position of the speaker.

4. Perfection of anticipation mechanism. It is known from the psycholinguistic and methodological literature that the combination is carried out on the basis of a broad structure that covers the entire sentence in the form of its scheme and supporting words of inner speech. These are called linguistic commitments [1]. As IM Berman points out, the principle of linguistic commitment also works in reading and speaking. Therefore, the mechanism of anticipation is an important trigger that ensures the effective performance of combinatorial actions in reading and speaking [2].

5. Development of working memory. According to IM Berman, the underdevelopment of working memory mechanisms causes students to try to replace a string of words in a foreign language with a string of words in their native language during the reading process, because the latter allows for easy transcoding, and a higher level of working memory requires og is economically stored in non-literal codes. In this case, lower-level memory (word memory) is released to process the next sentence. In speech, as well as in reading, RAM helps to preserve the meaning of already spoken sentences and some of their structural features [3]. And this, in turn, ensures the full operation of the automatic running mechanism when combined.

6. Formation of correct auditory-motor standards of speech units. It is known that reading and speaking are carried out by relying on auditory-motor standards established in the long-term memory of a person [4, p. 145]. It is the updated auditory-motor images in the memory of the speech-motor analyzer that are the "program for the sequence of articulatory movements" [4, p. 149], and it is they who control and strengthen the correctness of speech movements, which are necessary for the formation of pronunciation skills. is important. Therefore, the accumulation of auditory-motor images is an important condition for the development of reading and speaking skills. These are the main factors affecting the success of combinatorial actions in reading and speaking .

As a rule, the result is not only the absence of a clear contextual image of the work of art, but also the loss of interest in reading. Therefore, in home reading lessons, first of all, the problem of forming a contextual image should be solved. The second problem related to the development of unpreparedness of speech in home reading classes is the problem of forming strong and correct stereotypes of speech units and their connections from a phonetic point of view. With the traditional approach, the formation of stereotypes of speech units is initially

carried out in the visual mode, which creates the possibility of the appearance of a distorted sound image, which may be difficult to adjust in the future (in the classroom) and lead to pronunciation problems in speech. Another aspect of the quality of stereotyped words and phrases is power.

The quality of power includes not only the ability to store material in memory for a long time, but also its rapid repetition. Here we are faced with the problem of the flexibility of speech ability, which can be developed only by situational exercises in the communicative direction (by working with different contexts). Their main advantages are the presence of situations and speech tasks (except for retelling, which in most cases is uniquely unreasonable). The situational nature of exercises, according to SL Rubinstein, provides the memorization of vocabulary based on the functional basis of memory, the context [6, 46 — p.]. The presence of speech tasks contributes to the subjective experience of vocabulary and, accordingly, its functioning at the level of meaning in speech.

The solution to this problem can be found with the help of a film that reinforces the printed literary source. The third problem related to the development of unpreparedness of speech in home reading lessons is the increase in speed and intonation marking of internal speech. The reason for this problem is the underestimation of the interrelation of internal speech with external speech, which, according to EI Passov, should have the necessary quality of complexity, that is, all its components: auditory, visual, speech-motor and motorographic [6, p. 67]. Some Methodists try to develop expressive reading skills or use listening before dramatizing dialogues from a book

Summary

Thus, in this article, the main issues related to the process of connecting reading and speaking in the process of formation and further development of unread speech skills were considered. Based on the works of EI Passov, IA Zimniy, AA Leontiev, NI Jinkin, IM Berman, a number of methodological conclusions necessary for determining the main directions of our research can be drawn. 1. In order to develop students' unprepared speech in home reading classes, the teacher should ensure that they reach the level of meaning when mastering the vocabulary of the studied literary work. 2. The strategy of teaching the lexical aspect of speech activity should include the introduction of the foreign language word into four main types of relations (relationships): with the actions that happened (were) in the subject's experience; with the objects included (included) in his experience; with feelings and emotions arising from his experience; with concepts and ideas, formed during the action of the subject. 3. When discussing a work of art, in particular, when analyzing the statements of characters, the teacher should focus students' attention on the problem, the topic of discussion, the characters' feelings, motives, and speech tasks. 4. A mandatory requirement for each task presented in home study classes is that it contains a certain speech task. 5. "word-picture", "word-concept", "word-meaning" to facilitate the actualization of the semantic fields of

¹ 1. Lyakhovitsky MV teaching methodology of foreign languages. M.: Marifat, 1981.

2. Kolshansky GV Problems of linguistic knowledge and acquisition of language. M.: Marifat, 1985.

foreign language words and, accordingly, to select the necessary speech unit for speaking it is necessary to ensure the formation of strong associative relations. 6.

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