

# Use Of Monological Speech In Speech Growth

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**Abstract:** *This article discusses the organization of teaching "Speech development methods in oral students of the 1st stage". At the same time, many issues need to be reconsidered in terms of their current tasks, and many new problems are emerging. This article was written with the emphasis on the unity of oral speech development in the first place. In the current practice of teaching foreign languages in higher education, oral speech has a worthy place.*

**Keywords**— oral speech, concepts, educational content, written speech, dialogue, special exercises, monologue speech, interactive methods.

## 1. INTRODUCTION

It is known that speech has both oral and written forms. Oral speech exists only in the unit of time in which the speaker is speaking, and the speech ends when this process is completed. However, the excitement of speech can be stored in the listener's mind for some time, affecting his behavior.

Specifics of oral speech include: Speech is rapid (automatic). Together with the concepts, the word "his dress" begins to come together "at lightning speed." Sometimes a word that expresses a concept cannot be found by the speaker at that speed. Uses words that do not express a concept that is close to or thought of. As a result, the speech (speech, statements) does not fully realize the intended purpose, the idea. It hurts both the listener and the speaker.

In oral speech, phrases and sentence patterns are chosen quickly according to the idea being conveyed. The structure of speech, the models are controlled by the mind. You just have to be more discriminating with the help you render toward other people. If the memory is a little "lazy", the sentence structure and phrases will not be logically and grammatically connected. Because the new part can't adapt to it because the previous part is forgotten.

Spoken speech is not editable. It is presented to the listener in the form in which it came into being.

Oral communication usually involves only the basics of communication. This saves time on the one hand, and saves the power of speech on the other. Accordingly, it does not include long introductions or extensive comments. On the contrary, the degree of interdependence of events and things, their degree of clarity to the listener and the speaker is taken into account. Only when necessary will things be explained in advance.

Oral speech is much poorer in vocabulary than written speech. It repeats the same words, the same forms a little more often. This is due to the difficulty in choosing language tools.

Written speech differs from oral speech in the following features: when writing a speech, the author is able

to think freely in terms of time. He can edit parts of his speech and the whole speech over and over again, choose the most appropriate options for the idea, and facilitate the structure of the speech. That is why written speech is more fluent than oral speech.

The teacher uses different forms of speaking in the classroom. In the lower stages, dialogue and polylogue are more appropriate. Because the method of conversation is based on this. Monologue is used by the teacher to tell stories, images, descriptions, descriptive topics. Just as monologue is typical for history and literature lessons, dialogue is useful for foreign language, mother tongue, and mathematics lessons. The teacher should use all forms of speaking in each lesson.

## 2. METHOD AND MATERIALS

The teacher also makes appropriate actions to ensure that the topic and material being studied reaches the students and affects their behavior: eyes, eyebrows, hands, face, head, palms. triggers the action. Such actions may express affirmation, denial, or satisfaction, and so on. But inappropriate behavior can be tedious.

A.A. Reredt also states that "students' dialogic communication, knowledge, and practice develop their oral skills much more quickly than their monologue-based behavioral skills".

In general, in addition to the features of oral speech, the peculiarities of dialogic and monologue speech were also discussed.

In particular, the difficulties encountered in the acquisition of a foreign language in higher education, the linguistic and psychological aspects of oral speech are analyzed and the studied oral materials are partially described, the recitative and reproductive relations of foreign language learning are revealed. rib was removed. There are also cross-curricular issues related to the tasks of mastering oral speech, and a variety of exercises are recommended to develop different types of oral speech.

"Many of these studies are still relevant today," he said. At the same time, many issues need to be reconsidered in the

light of current challenges, and many new challenges are emerging”.

“In the current practice of teaching foreign languages in higher education, oral speech has a worthy place. But so far, a lot of attention has been paid to training.” The focus of the teachers is mainly to increase the variety of these exercises, to make them more interesting, to provide a decent pace of practical training, to involve a large number of students in the lesson. Games, songs, and competitions of various kinds take up a lot of space in the classroom. Much attention is paid to the use of visual aids, pictures and elements, slides.

All of these methods increase the activity of students, which makes them more interested in foreign language lessons. However, there are a number of serious shortcomings in the process of teaching oral speech. The content of the speech can be expressed by the teacher, usually with an auxiliary question, a picture, and then an Uzbek sentence, text, or some other method that the student has to say. Students usually do not decide what to talk about in this situation. This makes a student with a good stock of language material a completely incompetent person who, when out of class, is approached with a question with an elementary question, or simply asked to explain something, will not receive a satisfactory answer. It should also be noted that the lessons devoted to the teaching of oral speech are not sufficiently focused. In general, in addition to the features of oral speech, it is possible to talk about the peculiarities of dialogic and monologue speech.

### 3. RESULT AND DISCUSSION

Dialogue consists of a series of responses or a series of ideas that usually result in the direct interaction of two or more people (in a conversation).

A monologue is a speech in which a person expresses his thoughts, desires, assessments of events, etc., in a more or less broad way. Monologist speech does not encourage the audience to actively participate in the conversation; does not require them to respond to what is said. Syntactically, a monologue is a complex and comprehensive speech. Oral dialogic speech differs from biblical written speech more than monologue speech due to its stylistic features, because in dialogic speech various non-linguistic means (gestures, facial expressions, etc.) are used more than in monologue. Sometimes an answer is completely redundant, and a gesture, for example, is enough to show the subject so that everything is clear. For this reason, it is precisely the above-mentioned stylistic features that are specific to oral dialogue.

There is little difference between oral and written forms of monologue. A speaker who tells a story or tells a series of facts does not assume that the audience will understand what he or she is saying. Of course, although facial expressions and other extra linguistic tools are often useful in this context as well, they must resort to popular language tools for a full pronunciation. The use of these tools depends on the theme and content of the monologue.

Oral monologue is similar to written literary speech in its narrative nature. This speech is more consistent, logical, and planned than dialogic speech. In a dialogue, it is common to move from one question to another (by) one topic at a time, repeating the answer given by a person who has just misunderstood or misunderstood a particular word or phrase. Dialogic discourse is usually unplanned, unplanned, and spontaneous.

In normal life, dialogic speech often takes place unprepared. Very rarely, the speaker thinks about what to talk about in this future conversation. But it is difficult to know in advance how the conversation will go. Monologist speech is often will be prepared and may not be prepared at the same time. (At the request of the interlocutors to tell a story about an event, to express their views on an issue).

An unprepared monologue differs from a prepared monologue in that it is coherent and logically expressed. The nature of dialogic and monologue speeches is influenced by the topic and content of the conversation, the types of activities of the interviewee or listener, age, level of education, how interested they are in the conversation, and many other factors. The purpose of teaching a foreign language in school is to teach students unprepared oral speech. It is necessary to teach students to use the taught language materials to express their ideas in accordance with the speech situation. Oral speech taught in school in terms of intonation, it is also a bit poor. School children are not allowed to deviate from the norms of language in oral speech. However, it should be noted that the main purpose of education in guiding reading is The requirement that the oral speech method remain neutral should be implemented more consistently in school education.

In the early twentieth century, English methodologist P. Polmer<sup>1</sup> called for his rich experience in foreign audiences. Each modified table was able to form a large number of new sentences by replacing a word that performs a specific function with a word that performs a similar function. In the process, the student memorizes new words and practices the phonetic structure of the language. learned, mastered the structure of speech.

It is closely related to the qualitative changes in students' speech. When an idea consists of a single sentence, there is no question of its logical integrity. For example, let's take two sentences on the topic "My school."

Our University is very big. Our University is not far from my house.

While both of these statements are related to the topic, it is clear that they are not interrelated. These two statements are quite logical.

Our University is very big. There are many auditory rooms.

The first stage of developing a monologue in a foreign language can be defined by the development of the ability to

express an opinion on a given topic. The scope of thought does not exceed a simple sentence.

#### **4. CONCLUSION**

It is well known that it is very difficult to communicate with students. This process of communication transmits a variety of information, which in turn requires the student to respond to the information. It should be noted that the dialogue organized in foreign language classes is aimed at the correct and effective organization of students' learning activities, its consistent management, the exchange of ideas between teacher and student, between student and teacher, as well as in this complex process, it involves the formation and development of students' written and oral skills.

Most scholars identify two groups of communication functions: social and socio-psychological, some three information-communicative, relational-communicative, effective-communicative, and others educational, emotional and pedagogical functions. In our opinion, in general education schools and secondary special education, based on the content of education expressed in textbooks and manuals, three main and important functions of communication are emphasized: the educator emphasizes the educative and developmental tasks must pass.

Interactive methods and didactic games used in the classroom play an important role in the successful completion of these tasks. The use of interactive methods in the classroom and the organization and successful conduct of didactic games play an important role in the activation of students' conscious activity, as a means of thorough acquisition of knowledge, as well as to increase students' interest in foreign languages.

Participation in such games shapes and develops students' ability to work as a team, to be friendly, to concentrate, to strengthen memory. Interactive methods and didactic games in the classroom develop students' ability to listen to speech in a foreign language, to draw conclusions from it, increase the speech culture of students. The selection of age-appropriate texts, question-and-answer sessions on selected texts, dialogues, meaningful games, especially role-playing games on the topic of everyday life are often played. Imitation games also help to develop learning activities.

Role-playing games are now widely used in foreign language teaching. Methodologically, they help us to achieve our goals, increase interest, and attract attention to the lesson. Therefore, it is better to use games more widely.

Interactive methods and didactic games help to develop oral speech in foreign language classes, as well as to teach its phonetics. This requires students to master complex language phenomena, such as sounds, letters, syllables, words, and sentences, and it is important to follow the rules of literary pronunciation. Such games can be played in groups in student classrooms and between rows.

In textbooks, it is necessary to teach lexical combinations on the basis of the plan, to teach to speak, to communicate.

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