



LINGUOMETHODIC DESCRIPTION OF THE DEVELOPMENT OF ORAL COMPETENCE OF UPPER-CLASS STUDENTS IN ENGLISH LESSONS

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Article history:	Abstract:
Received: 14 th February 2025 Accepted: 11 th March 2025	This article reflects on the essence of linguomethodics, what methods, methods for upperclassmen in general education schools, the development of oral speech through methods, as well as the stages of surfacing oral speech and the important role-playing of oral speech not only during the school period, but throughout the entire work career.
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INTRODUCTION. As we learn any language, achieving the ability to communicate freely in the language being studied is considered a rewarding goal. For this reason, various methods have been developed for the development of oral speech, before thinking about oral speech, we found it necessary to look at what linguomethodics is.

The term "linguomethod" relates to the field of language teaching and methodology, focusing on the principles and methods used to teach and study languages. It often appears in discussions about how to effectively teach language, especially to non-native speakers, and how to integrate cultural and regional knowledge into language education.

Linguomethod refers to the methodological approaches and strategies used in language instruction, particularly for foreign language learners. It includes the development of teaching materials and the use of specific methods to enhance linguistic and cultural competence in students [2]. In practice, linguomethod involves teaching students not only the language itself but also regional dialects, cultural traditions, and the linguistic features unique to a specific area. This approach helps students gain a deeper understanding of both the language and the culture in which it is used [2]. Linguomethod refers to the set of methods and principles used in language teaching, with a strong emphasis on integrating linguistic, cultural, and regional knowledge. This approach enhances both language proficiency and cultural understanding, making it especially effective for foreign language learners.

Any activity of a person, including speech activity, is composed of motivating (motivational), guiding and performing parts according to their structure. The motivation of speech activity is made up of complex connections of the individual movement, which occurs due to need, purpose. Speech activity can be caused mainly by internal and external motives. The motivation

for the inner impetus of speech activity is the cognitive-communicative need of the student, while the external motivation of the teacher is one of the motivating, stimulating, encouraging reinforcing factors for students.

ANALYSIS AND RESULTS. The stage of execution, implementation of the activity is manifested as speaking, listening, understanding, reading and writing. Thought is defined as the subject of speech activity, language is its means, and speech is defined as the method of formation and expression of thought for foreign language practice [4:143-144]. One of the practical goals of teaching English in secondary schools is to teach oral speech. At the request of the program, upperclassmen are required such as Dialogue speech (greeting, introduction, congratulation, acceptance and rejection, invitation to offer), monologue speech (telling an event, telling a short story, making a short presentation on an age-appropriate topic) is required. At first glance, it seems that the difference from the written expression of speech to speech is one or another national language code calculated – there is a discrepancy in the use of sound and letter. In fact, there are a number of non-linguistic (extralinguistic) factors that also have implications for the realization of oral speech. Such factors can be indicated by the environment in which speech activity occurs (the situation), the age characteristics of the speakers, the level of development, the topic of conversation, the listener's attention to the perception of speech, facial expressions, gestures. Influenced by extralinguistic factors, the speaker chooses various language tools in the process of communication.

The beauty of oral speech is in the clear and correct pronunciation of sounds, in the norm of the tone, in the use of pitch and pitch in its place, the shortness of the sounds and in the pronunciation of stretch, such factors as the appropriate use of a logical accent are visible. It



is difficult to control oral speech. Because it can be done by one or more people.

We have already touched on the requirements of the program, the concepts of oral speech now, let's refer on the linguistic description of the development of speaking skills. Speaking is studied in the forms of dialogue and monologue, and they have their own characteristics. Paired is the direct communication of two individuals (interlocutor), that is, a process that occurs in a form consisting of one chain of thoughts. Usually, in vital conditions, copulation often occurs without preparation. Because, it is impossible to know in advance how the conversation will proceed, of course. Only in very few cases does the speaker consider what to talk about in a future conversation. In the purpose of information exchange, the types of information exchange, plan and discussion are practiced. During classes, paired speech for the purpose of information exchange is taught mainly in the early stages, while plan-paired speech is relatively complex and taught in the middle stage, while discussion paired speeches are taught in the upper stage. In the practice of teaching English, a separate selection of language material is required for each of the types of quotation marks in question.

Dialogue is taught in deductive (from general to private) and inductive (from private to general) methods. The deductive method is studied on the basis of an even sample. In this case, the sample pair is first presented for listening and understanding, then memorized, then studied piecemeal with lexical changes, and, finally, performed independently in pairs. Starting with the smallest units, independent thinking begins to be thought when teaching a pair of inductive methods. In addition to performing speech exercises in this type of pair, attention is also paid to mastering the language material.

In practice, it has been suggested that teaching monologue is often easier than performing dialogue. Because, monologue is carried out according to a predetermined plan. As the reader begins to state his opinion, he will be able to know what to talk about, planning it in advance. As the reader begins to state his opinion, he will be able to know what to talk about, planning it in advance. On the other hand, it is usually impossible to find out in advance what the interlocutor will say. Sometimes it is also possible to observe cases of deviations from the topic during the conversation. Also, a natural conversation does not last all the time according to any logical plan. Even more complicated is the fact that in it, respectively, it is required to understand the speech of the interlocutor, to apply the

skills of expressing his personal thoughts. In monologue, it is only necessary to express one's own personal opinion. Monologue and dialogue are also different when choosing structural models again. While the main place in the column is occupied by questions, communication in the column can be carried out without questions. Being an internal stimulus (stimulus) for the Unicorn, the speaker determines for himself the size and nature of the information he gives, being able to independently select language tools in the reporting. In contrast, there are many stimuli in the dialogue, some of which are internal and some of which are external stimuli. In the upper classes, spoken or listened to text (monologue) has been one of the main methods. In this educational institution, students are required to provide short and simple information on a topic that lasts 5-7 minutes. This goal is usually achieved by reading or listening to specific texts in textbooks.

CONCLUSION. For the development of speech competence in oral, a practical proverb for teaching a foreign language, school textbooks provide exercises for a full-fledged pair and a unicorn, and by applying them to practice, we acquire not only the skills of speaking the language being studied, but also such knowledge as the culture, location, traditions of that language, and through the comparative-cultural method, we will also have the opportunity to study the state in which the language is studied and our own country in comparison.

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