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**REQUIREMENTS FOR EDUCATIONAL AND SPEECH SITUATIONS IN
TEACHING FOREIGN LANGUAGE COMMUNICATION**

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Abstract: The main purpose of a foreign language as a subject area of education is the mastery by students of the ability to communicate in a foreign language. When teaching foreign language proficiency in the framework of a general education, teachers are faced with the problem of inconsistency of the teaching methods used with modern requirements for mastering a foreign language. The problem of creating conditions in the classroom that are close to real communication remains one of the most pressing problems in modern methods of teaching foreign languages.

Keywords: foreign language, communication, situation, project activity, research, education.

The success of teaching foreign language communication largely depends on the individual and age characteristics of students. The individualization of the learning process is closely related to the situation: many individual traits of students are reflected in the situation as its components, because with the help of communication we express purely individual thoughts, feelings and experiences. Life experience, interests, desires, inclinations, worldview, emotions and feelings, personality status in the team - all these properties can serve as a source of motivation for students to communicate.

The thinking of high school students is distinguished by a certain maturity. It is at this age that the worldview of a young person is formed. At this time, adolescents go through the next stage of socialization - they are preparing for an independent adult life. The range of social roles expands significantly, but at the

same time, uncertainty and contradictions in the status of a teenager are created - demands are made on him as an adult, but obedience is required as from a little one. At the same time, there is a higher level of anxiety in comparison with the younger age group. [1]

In adolescence, self-esteem is formed, self-knowledge and self-perception of oneself as a person occurs. Of particular interest is the problem of the moral values of human relations, the desire to understand the inner world of other people is growing, the desire to try on some literary images. It is worth giving students the opportunity to express their opinion, to argue about what worries, taking into account, at the same time, their interpersonal communication in the group.

The high school student is distinguished by a relatively widely developed outlook, high cultural level, determined inclinations and interests. It is also necessary to note the high degree of cognitive activity, independence and the ability to focus on the educational process. There is a growing desire to learn more about the country of the target language, its history and culture.

Taking into account age characteristics does not provide for a clear definition of the specifics of educational and speech situations for each age group. It is more correct to talk about the dynamics of the formation of the peculiarities of communication in a foreign language, about the tendencies that are most clearly manifested in a particular age period. In addition to age characteristics, it is necessary to take into account the socio-cultural differences of students: place of residence (city or countryside), nationality. It is also necessary to remember about the change in value orientations of generations. Each generation has its own habits and preferences, loves its books, films, songs, admires its heroes. All of this affects the content of what students most often talk about in their native language. The most popular topics of communication among high school students today are fashion, sports stars, cinema, music performers, relationships with family members, peers, and teachers.

Knowledge of such psycho-age characteristics of students can help the teacher in the selection of speech situations and the distribution of the roles of

positive and negative characters. An analysis of the characteristics of communication in adolescence leads to the conclusion that it is necessary to put the student in front of such problems that he has to solve in life and that correspond to his desire for self-affirmation, self-expression. The teacher should select such educational and speech situations, working with which students could express their own judgments, compare different points of view, give arguments, and discuss.

Any educational and speech situation presented by a teacher in the process of teaching foreign language communication requires a speech reaction of students. In addition to the individual abilities and psycho-age characteristics of students, special attention should be paid to the conditions of educational and speech situations. As mentioned above, learning and speech situations should arouse interest among students and correspond to their life experience. The conditions of the educational-speech situation should be communicated in a compact, but precise and clear form. The teacher should take into account the language capabilities of students and present situations about which they are practically able to say something. The teacher can also give a list of keywords and expressions, which will not only give the speech reaction a certain direction, but also improve its language design.

Taking into account the age, psychological characteristics of students and their interests, the teacher can predetermine the emergence of some difficulties in the process of teaching foreign language communication (what to talk about and how). First of all, this concerns the use of visual and audiovisual teaching aids. Pictures, series of drawings help to retain in memory the logical sequence of the facts presented and clarify the situation of communication. The use of sound films will help students master the dynamic model of speech communication (gestures, facial expressions, intonation). In addition, students observe life situations that allow actors to perform speech acts in a socio-cultural context at a certain time in a certain space. [1]

We can conclude that taking into account individual abilities, psycho-age characteristics and socio-cultural differences of students in the design of educational and speech situations will help the teacher to greatly simplify the process of teaching foreign language communication and avoid many difficulties. In addition, the use of learning-speech situations that are different in structure and content makes the process of learning to communicate in a foreign language more interesting and enjoyable for students, which will have a positive effect on their motivation to learn foreign languages in general.

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