

USE OF FICTION IN THE DEVELOPMENT OF STUDENTS' SPEECH ACTIVITIES IN PRACTICAL CLASSES

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ABSTRACT

Written speech is constructed and developed on the basis of oral speech, which can be written or read independently or orally. The right hemisphere plays an important role in the developmental processes of oral speech through listening comprehension in childhood. The current view is that insufficient understanding and freedom in the early stages of a student's speech formation depend, of course, on the active participation of the right hemisphere to form an act of speech. The leading role in the application of conscious and free formation of speech means belongs to the subdivisions of the cerebral hemisphere (usually the left) that dominate speech.

Keywords: literary works, listening comprehension, speech exercises, language, lexical terms, phonetics, grammar exercises.

АННОТАЦИЯ

Письменная речь строится и развивается на основе устной речи, которую можно писать или читать самостоятельно или устно. Правое полушарие играет важную роль в процессах развития устной речи через восприятие речи на слух в детстве. Современная точка зрения состоит в том, что недостаточное понимание и свобода на ранних этапах формирования речи человека зависят, конечно, от активного участия правого полушария в формировании речевого акта. Ведущая роль в применении сознательного и свободного формирования речевых средств принадлежит подразделениям полушария головного мозга (обычно левому), которые доминируют в речи.

Ключевые слова: литературные произведения, аудирование, речевые упражнения, язык, лексические термины, фонетика, грамматические упражнения.

INTRODUCTION

Oral speech, with the help of listening comprehension, is a unique talent unique to man and provides communication with the processes of consciousness through this or that language. The organization of speech function in the brain has been a comprehensively studied science by clinicians, neurophysiologists, and psychologists

since the mid-nineteenth century. The first information about the mechanism of speech appeared in the works of P. Brock, K. Wernicke. Subsequent studies of different parts of the cortical area providing speech activity (Brock's center) captured (localized) motor functions of the frontal lobes of the left hemisphere of the brain (for the right side), and the sensory side (Wernicke center) the folds of the left side can be prevented (localized).

Injury to the upper and central sections of the auditory, visual, and motion analyzers is a consequence of speech pathology. When the upper part of the auditory analyzer is injured, the perception of oral speech is impaired, resulting in sensory aphasia (or alalia) as a result of a violation of auditory phonemics. Damage to various parts of the visual analyzer is observed in impaired written speech perception. Disruption of the motor zone in the motion analyzer leads to pronunciation defects, as moving (tongue, lip, soft palate) articulatory organs and immobile (hard palate) as well as sound-producing and respiratory (vocal cords, larynx, lungs, bronchi, trachea, diaphragm) organs will be damaged. The speech listed in the literature is shown as the upper part of the motion analyzer.

DISCUSSION AND RESULTS

Oral speech using listening comprehension consists of complex mental activities of various appearances and types.

Expressive (remembering) **speech** is an outward expression of one's opinion using language and goes through several stages: idea - inner speech - external expression of one's opinion.

Impressive speech is the process of understanding the speech of others (verbal or written), and goes through several stages: the perception of a speech message is the separation of information moments - the formation of internal speech in the perceived common sense scheme.

Speech activity is divided into four general types of independent, of which expressive speech includes oral and written speech (like a letter), and impressive speech - comprehension of oral speech and comprehension of written speech (reading).

Oral speech is a complex, multifaceted process that involves: the phonetic side of speech (meaningful separation of sound from speech), lexical-grammatical (words, phrases, information), melody-intonation (intonation, sound), temp-rhythmic (speech tempo and rhythm).

It can be dialogic and monologue speech. Written speech is constructed and developed on the basis of oral speech, which can be written or read independently or

orally. The right hemisphere plays an important role in the developmental processes of oral speech through listening comprehension in childhood. The current view is that insufficient understanding and freedom in the early stages of a child's speech formation depend, of course, on the active participation of the right hemisphere to form an act of speech. The leading role in the application of conscious and free formation of speech means belongs to the subdivisions of the cerebral hemisphere (usually the left) that dominate speech.

The peculiarity of speech disorders in childhood is that they have the ability to recur, because it is associated with a high degree of elegance (plasticity) of the child's brain. Speech disorders observed in childhood depend on the maturation of the physiological (upper (peripheral) central structure of the brain) and may be pathological (diseased).

Conditionally the bases in the process of listening comprehension a) The addition of auditory and visual bases facilitates the understanding of the content of the text. The listener not only faces psychological difficulties, but also linguistic difficulties.

Short-term memory serves to directly remember acoustic signals that occur in series as an object of perception during the LISTENING process.

The sequence of signals complicates the analysis and synthesis process. To select a word, the listener must remember the sequence of sounds in the word. This function is performed by short-term memory, i.e., operative memory is stored in newly received speech units, words, sentences, several sentences, a whole message, until the information is understood by the listener. For the listening comprehension process to be successful, the listener must overcome certain difficulties. These challenges are as follows.

1. Related to the individual-age characteristics of the listener difficulties.
2. Difficulties associated with listening comprehension conditions.
3. Linguistic difficulties.

It is known that the speed of speech of people differs from each other. Therefore, it is necessary to teach students not only to listen to the teacher's speech, but also to listen to other people's speech. The size of the audio text depends primarily on the stage of training, the complexity of the material, the sources of information, and the location of the exercise.

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However, it is also possible to observe a general situation that is difficult to understand in all languages. Linguistic difficulties can be related to phonetics, vocabulary, grammar, and stylistics. Lexical difficulties are related to understanding the meaning of words. Grammatical difficulties may be related to morphology and syntax. Grammatical homonymy also makes listening difficult.

The result of the listening comprehension process is whether or not the listener understands the content of the text. Understanding sentences depends largely on the syntactic nature of the sentence. The main difficulty arises from understanding the logical-grammatical structure of compound sentences.

Understanding sentences depends largely on the syntactic nature of the sentence. The main difficulty arises from understanding the logical-grammatical structure of compound sentences. Listening comprehension is taught using a system of special exercises to understand oral speech. Such exercises can be divided into two groups: **1)** preparatory exercises; **2)** speech exercises. Preparatory exercises aimed at overcoming linguistic difficulties form a number of skills in the listener. A pedagogical description of a group of children with speech impediments. If children with the same speech disorder are grouped together, it will be easier to carry out correctional work.

Typically, groups are divided according to the following disorders:

1) phonetic-phonemic disorders (FFB, with children with many defects in pronunciation: functional and mechanical dyslalia, rhinolalia, mild manifestations of dysarthria).

2) incomplete speech development (ISD, with children with many lexical and grammatical defects in speech at different levels of speech development: dysarthria, alalia, dyslexia and alexia, as well as in complex forms of dysgraphia and agaphy).

3) melody-intonation defects (rhinophony, dysphonia, aphonia) and temporal disorders of speech. (with stuttering, poltern, taxilalia, bradylalia).

CONCLUSION

Incomplete development of oral speech using listening comprehension is usually the result of residual-organic damage to the brain (the condition expressed in this term is the result of a completed pathological process). It is important to know how to differentiate speech development disorders from neuropsychiatric disorders (epilepsy, schizophrenia, etc.). When children with intellectual disabilities are compared with

children with speech pathology, there are mainly manifestations of organic damage to the central nervous system - called minimal brain dysfunction (MBD).

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