# IMPROVING CRITICAL READING SKILLS OF FRESHMAN LAW STUDENTS: IN THE CONTEXT OF TASHKENT STATE UNIVERSITY OF LAW

**YOKUBOV ULUGBEK YOKUBXON UGLI,** Teacher at the Department of Foreign Languages Tashkent State University of Law. Uzbekistan

**ABSTRACT**- Oral monologue is similar to written book in its narrative nature. It 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.

**Keywords: analysis, pedagogical skills, learning objectives, growth principles, outcome, lesson objectives, student thinking.**

## I. INTRODUCTION

Modern educational technologies play an important role in training modern professionals. Today, innovative technologies have become one of the most important strategic resources. In his speech, President Islam Karimov focused on the English language, instead of using the old methods of teaching English in schools, academic lyceums and vocational colleges and universities, but using new innovative technologies, ie computerized. it is emphasized that the use of methods is beneficial for more learners to acquire effective knowledge. Today, as the global Internet in our country grows at lightning speed, its useful features are growing, and it is a great help for knowledge-hungry young people to get an education. In the context of the progressive development of our country, the study of the English language is underway. Television, radio, and educational institutions are involved to increase productivity and achieve high results. Learning English means that the new technologies that are coming to us are in English and have become a modern requirement. Modern educational technologies play an important role in training modern professionals.

At the heart of modern pedagogical technology is the teacher and the student, who are both the subject and the object of the educational process. Experience has shown that students' interactions and interactions are natural and free when they use interactive methods. Teaching English is a complex process. One of the most important issues in the process of teaching English in high school is the introduction of new pedagogical technologies. It is important to use modern educational technologies in the teaching of English in accordance with the requirements of the time. The use of new pedagogical technologies plays an important role in strengthening and enhancing students' knowledge. Following the text as seen on the slide, working in groups, students develop a desire to prepare for independent learning using modern learning technologies.

In order to increase students' interest in English language science, along with information technology, interactive methods of pedagogical technology are used, such as brainstorming, small group work, collaborative reading and translation, discussion, roundtable, cluster and many other methods. taught oral and written speech.

## II. METHOD AND MATERIALS

Interactive methods are based on the activity of each student involved in the learning process. When using these methods, learning becomes an interesting life activity for students. When using the interactive method, students are not taught, but they independently acquire a certain direction and a certain amount of knowledge together with the teacher. This encourages children to think freely and work independently. In this way, the participants of the educational process are able to compete with each other, to learn the material as they wish, not as ordered. It should be noted that one of the main features of interactive

methods is that they work in small groups. The fact that the task is given to all members of a small group, rather than to one individual student, creates a sense of community in students. and increases their initiative. Interactive methods, like any advanced pedagogical method of teaching, are important in that they focus on achieving more didactic results with less time, effort, and resources.

It is known that speech has both oral and written forms. Oral speech exists only in the unit of time during which the speaker speaks, and at the end of this process the speech also ends. However, the excitement aroused by the speech, the information stored in the listener's mind for a certain time, affects his behavior. possible.

**Specifics of oral speech include:**

1. Speech is fast (automatic). Together with the concepts, the word "his clothes" 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.

2. In oral speech, phrases and sentence patterns are chosen quickly according to the idea being expressed. The construction 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 structure of speech, phrases will not be logically and grammatically connected. Because the new part can't adapt to it because the previous part is forgotten.

3. Oral speech is deprived of the ability to edit. It is presented to the listener in the form in which it came into being.
4. Oral speech usually reveals only the essentials 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.
5. Oral speech is much poorer in terms of 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.
6. In oral speech, the active speech movement of the speaker is a pause, tone, emphasis, various gestures play an important role in the delivery of thought to the listener.
    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.
As a verbal activity, it is a very complex psychophysiological process, based on the interaction of the first and second signaling systems of the cerebral cortex.
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 it can be frustrating to be in the wrong place at the wrong time.
Spoken speech development is one of the main practical tasks of teaching a foreign language in high school. High school graduates need to hear and understand foreign language speech.
There are many problems associated with teaching oral speech in school practice, even though oral speech has not been given its proper place for a long time and has been turned into a teaching tool to some extent. In particular, the difficulties encountered in learning a foreign language in the school environment were identified, the linguistic and psychological aspects of oral speech were analyzed and the studied oral materials were partially described, the relational and reproductive relations of foreign language learning were considered. There are also cross-curricular issues related to the tasks of oral speech acquisition, 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. "
All of these methods increase the activity of students, arousing great interest 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 the help of 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
Verbal speech is a very complex psychophysiological process as an activity, based on the interaction of the first and second signaling systems of the cerebral cortex. When it comes to pedagogical creativity, it is

necessary to be able to distinguish any imaginary structured projects from real creativity. Because such dreamers may think of themselves as unscientific, unrealistic creatures. These are very dangerous for pedagogical work, because imaginary ideas that have not been tested in practice can sometimes cause great damage to pedagogical work.        In accordance with the requirements of the development of the education system, the issues of high professional training and ideological and political maturity of teachers, the constant growth of the level of general culture are raised. It is important to use important events, holidays and memorable dates in the life of the peoples of our country in the ideological and political upbringing of schoolchildren.

In carrying out these tasks, in foreign language classes and extracurricular activities, teachers should use these materials to show students pictures and slides of important events, holidays and memorable dates in a foreign language.

Posters are published for conferences and evenings on important dates, the use of dates in the preparation of stands, speeches on the school radio station will greatly help to radically improve the quality of foreign language learning at school.

It is recommended that an art evening or conference be held on each specific date of the school year to include foreign language materials in the system and to summarize all work done in and out of the classroom.

In free speech, different variants of emphatic intonation, which reflect the mood of the speaker, are especially distinguished by the selection of appropriate vocabulary, and sometimes by the individual arrangement of words.

In general, in addition to the features of oral speech, it is possible to talk about the peculiarities of dialogic and monologue speech.

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).

## III. RESULT AND DISCUSSION

A monologue is a speech in which a person expresses his thoughts, desires, assessments of events, etc., in a more or less broad way. Monologic speech does not encourage the audience to actively participate in the conversation; does not require them to respond to what is said. Syntactically, monologue is a complex and comprehensive speech. Oral dialogic speech differs from biblical written speech more than monologue speech due to its linguistic style, 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, the above-mentioned stylistic features 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 extralinguistic 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.

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. Monologic 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. 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. Polmer1 called for his rich experience in foreign audiences. Each substituted 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 the same function. In the process, the student memorizes new words and practices the phonetic structure of the language. learned, mastered the structure of speech.  G. Polymer's system is improved by the English Methodist FGFrench, who selects speech patterns based on the principle of frequency of use of words in speech, selects grammatical

material, which, in his opinion, is necessary to learn ways of sentence construction: French any it also suggests that speech can be expanded in a variety of ways specific to that language. We also find a new approach to speech patterns in the methodology of the English philologist A.S. Haribi. He believes that for a student who wants to learn speech in English, it is more important to know the mechanism of word combination than to study the words themselves2. A.C. Haribi does not deny the concept of speech model, but at the same time, knowing the patterns of the phrase saves the readers from a number of errors in the features of the use of words in these phrases. To this end, he develops samples of the types of word combinations for each word group. For example, it defines 4 models for horses and 20 models for verbs.

In the first year of teaching in a school where several subjects are taught in German, I.L. Bim developed examples of German-style speech. I.L. Bimnutqnamunasiniesajumlashema, in other words, Grammatikandozatu is understood.

Divides speech patterns into:

1. The generalized purpose of communication.

a) be able to serve as an independent unit of communication.

b) the sentence is communicative.

2. Structural semantic criteria: the presence of certain important variant features;

3. Psychological Criteria: The shortest parts of the speech chain are taken as the basic models: I.L. Bim distinguishes 23 basic speech patterns based on the criteria given.

One of the peculiarities of a speech unit is its ability to serve as a basic model, which can lead to the formation of various quantities made of it. Therefore, the ability to be a model should be considered the main criterion for determining the unit of speech. with. Intonation is an important component of sound, which gives different characteristics to the idea depending on what tone, accent, rhythm, etc. we have.

Based on the grammatical theory of language, AM Peshkovsky believed that any number of words could be a phrase. The phrase must have a psychophysiological unit.

Academician F.F.Fortunatovva, A.A. The Shakhmatovs viewed a phrase as a kind of incomplete whole without predicative.

It is known that it allows students to express themselves in a foreign language by completing similar tasks. Assignments should direct students to this. In the upper grades, this method of work is to repeat previously covered topics, but with a generalized topic. creates a convenient framework. It connects the work done in previous stages on the development of monologue speech in the upper grades.

Acquiring dialogic speech as the main form of speech problem is an important element of foreign language teaching in high school. Therefore, the problem of developing dialogic speech is attracting the attention of Methodists.

The authors of many works consider question-and-answer exercises to be the only, if not the only, way to master dialogic speech.

Students acquire knowledge, skills and abilities with the help of a teacher or through independent work. Exercises in a foreign language are conducted in three ways from the point of view of teacher participation, under the guidance of a teacher (direct participation) and without the participation of a teacher (indirect participation) and according to the assignment of the teacher.

At the same time, the Methodists of the Republic and foreign language teachers face great challenges. The most important of these tasks is to improve the quality of training of teachers of foreign languages, to strengthen the educational work in the process of teaching this subject.

In Uzbek-language schools, there are problems with the methodology of teaching foreign languages, with a minimum of lexical work, taking into account the "Russian" interference, and with the development of methods of teaching oral and written speech.


IV.    CONCLUSION

Modern methods of teaching foreign languages use a variety of methods to increase the interest of learners in a foreign language. One of these methods is the development of oral speech.

It is known that it is very difficult to communicate with students. Such a process of communication transmits a variety of information, which in turn requires the student to respond to this 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 teacher's interaction with the student, the student's interaction with the teacher. The exchange of ideas and the formation and development of students' written and oral skills in this complex process.

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 activating the conscious activity of students, 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, and 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. There is a lot of selection of age texts, question-and-answer sessions on selected texts, dialogues, meaningful games, especially role-playing games on the topic of everyday life. Imitation games also help to develop learning activities.    Role-playing games are widely used in foreign language teaching today. Methodologically, they help us to achieve our goals, increase interest and focus on the lesson. Therefore, it is better to use games more widely.

Interactive methods and didactic games not only help to develop oral speech in foreign language classes, but also to teach its phonetics. This will require 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.

1. Whose pronunciation is correct and accurate? The teacher shows the words written on the cards and checks their correct pronunciation. The group that pronounces correctly and precisely and completes the task on time will be the winner.

2. Whose memory is better? Students are divided into two groups, who in turn say the words they have memorized in English, and the teacher keeps track of the correctness and correct pronunciation of these words. The group that names the horses correctly wins the group.

3. Find words that do not fit the given topic. In this didactic game, a series of words related to a specific topic is given, some of which do not correspond to the topic, the content does not correspond to this series, the student must find that word. The student or group that finds such words correctly and quickly wins.

Proper and effective organization of such methods and games in the learning process strengthens memory by remembering the topics covered in the lesson, quickly mastering the learning materials, consciously reciting them from memory,  the use of learned words and phrases in their speech forms and develops to a certain extent the skills and abilities.

Carefully prepared and properly organized interactive method and meaningfully organized such lessons develop students' fluency and fluency in a foreign language, increase student activity, and make the lesson more interesting and effective. appears as one of the means of securing the tooth.

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

Monologue speech is designed to memorize ready-made sentences. The reason for memorization is to enrich the speech. The more people who speak a foreign language and read a book, the fluent and beautiful the speech of that student will be.

## REFERENCES

1. Jabborov B. "Students' independent  work  on a foreign language." Teacher 1987 pp 72
2. Barberiga A.A. "Schooling in Great Britain". Moscow - 1988.
3. Veresagina V.A. "Organization of work on the English dialogue". 1966 № 4.
4. Shukurov Yakubjon "Mirror of language" Uzbekistan, 1990, p. 61
5. Goziev E. " Student Learning Management "Teacher 1988, p.104
6. Aloev Y. et al. "English textbook" 13th edition of the 7th grade of secondary school, teacher 1989, p. 200
7. Mingaziev Yu.M. and others "English textbook" for 9-10 grades of secondary school. 11th edition, Teacher 1987. p.292
8. Turosva O. "Ethics and psychology of family life." Teacher 1990y.
9. YE Temirov "The role of translation in English"
10. Jamol Jalolov. "Methods of teaching foreign languages." Tashkent, 1996
11. Ishmuhamedov R., Abdukadirov A., Pardayev A. "Innovative technologies in education". Tashkent, 2008.