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**INGLIZ TILINI O‘QITISHDA QABUL QILISH NUTQIY KO‘NIKMALARINING  
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**Annotatsiya.** Ushbu maqolada ingliz tilida retseptiv nutq qobiliyatlarini rivojlantirish, zamonaviy pedagogik texnologiyalardan foydalanishni o‘z ichiga olgan yangi faoliyatlarni modernizatsiya qilish va talabalarning xorijiy tillardagi kasbiy mahoratini oshirish masalalari yoritilgan. Ushbu maqolaning maqsadi o‘qituvchilar mashqlarni o‘quvchilari bilan birgalikda ulardan foydalanishda o‘zlarini qulay his qilishlari uchun qanday qilib yetarli darajada saqlab qolishlarini va shu bilan birga ularni bajarish qobiliyatini o‘zgartirishlarini aniqlashtirishdir. O‘qituvchilarning kasbiy rivojlanishi boshqa manbalardan yangi bilim va resurslarni olishga bog‘liq degan fikr muhimroq, chunki bu o‘qituvchilarni o‘zlarining kasbiy o‘shirishini nazorat qilish hissidan qaytaradi.

**Kalit so‘zlar:** materiallarni ishlab chiqish, avtonomiya, metodologiya bo‘yicha seminarlar, kommunikativ faoliyat, madaniy kontekstlar, kasbiy rivojlanish, o‘tkazilishi mumkin.

**Аннотация.** В данной статье рассматриваются развитие навыков рецептивной речи на английском языке, модернизация новых видов деятельности, включая использование современных педагогических технологий, и повышение профессиональной компетентности студентов в иностранных языках. Цель данной работы — прояснить, как преподаватели смогут достаточно хорошо усваивать упражнения, чтобы чувствовать себя комфортно, используя их со своими учениками, одновременно совершенствуя свои навыки их выполнения. Более значимым является утверждение, что профессиональное развитие преподавателей зависит от получения новых знаний и ресурсов из других источников, поскольку это мешает преподавателям чувствовать себя контролирующими свой собственный профессиональный рост.

**Ключевые слова:** разработка материалов, автономия, методологические семинары, коммуникативная деятельность, культурный контекст, профессиональное развитие, применимость на практике.

**Annotation.** The development of receptive speech abilities in English, the modernisation of new activities including the use of contemporary pedagogical technology, and the enhancement of students' professional competence in foreign languages are all covered in this article. The purpose of this piece is to clarify how teachers will retain the exercises sufficiently to feel comfortable utilising them with their pupils whilst modifying their capacity to complete them. The idea that teachers' professional development is dependent on obtaining new knowledge and resources from other sources is more significant since it discourages instructors from feeling in control of their own professional growth.

**Key words:** materials development, autonomy, methodology workshops, communicative activity, cultural contexts, professional development, transferable.

**Introduction.** This article discusses the development of receptive speech skills in English, the modernisation of new activities involving the use of modern pedagogical technologies, and the enhancement of students' professional competence in foreign languages. The systematisation of specialised educational resources based on the

methodical support of English language instruction, professional competence development, and linguo-didactic analysis emphasises the development of receptive speech competence. Additionally emphasised are the gradual development of receptive skills with a differential approach to reading strategies and other speech forms, as well as the assessment of the impact of psychological and linguo-didactic elements. Introducing differentiated education according to the direction and level of students' mastery of academic subjects or their creative abilities, firstly, to further develop the capabilities of gifted children during the formation of knowledge, skills and abilities; secondly, not to waste their time; thirdly, it allows to ensure the moderation of the relationship between students.

The selection of students with creative abilities in educational institutions requires that they be trained based on differentiated education based on their attachment to certain groups according to the directions and levels of their abilities. Of course, differentiated education has its own advantages.

On the basis of differentiated education, each teacher is required to be able to fully realize the inner potential of gifted students, to contribute to the formation of creative qualities in them. The creative abilities of the students of the educational institution are achieved by focusing the attention of the team of the educational institution on a single goal, as well as by actively involving the public in this process. [6, 10] By differentiated education, we mean a system in which every student, in the face of ever-changing living realities, has the right and the assurance to concentrate primarily on his or her interests while maintaining a minimal level of general knowledge. When it comes to English, one of the subjects taught in schools, it is crucial to differentiate instruction because the language contains information directly related to real-world events and things, fostering interethnic tolerance, mutual respect, and an appreciation of other people's customs and languages.

The fundamental idea behind the professional categorization of the teaching process in various programs is to consider the students' psychological and psychophysiological traits in order to maximize their development in the chosen fields.

**Literature analysis and methodology.** Accordingly, the specialization classification implies that the educational material specified in the educational program is deepened and expanded in its description, the volume of educational information and the issues introduced for their study are oriented and applicable.

It is important to determine the basic level of general secondary education in the period of stratification of education, formation of its multi-specialized structure, clarification of educational goals and levels that are important for all students, guaranteeing the possibility of continuing education in higher educational institutions

regardless of the future professional interests of students, regardless of the direction of education.

Specific goals of educational methods differ from each other.

That is to increase independent, creative cognitive activities of students; creating a structure of the educational process that is as close as possible to the characteristics of a person's feelings;

Adapt the educational content to the individual needs of the person and the level of his basic preparation; development of interests and abilities of a person; creating favorable conditions for students to realize their inclinations, interests and abilities; organization of student activity;

Ensuring that the acquisition of knowledge, skills and abilities is in the description of personal activity is properly distributed in academic lyceums and vocational colleges.

The methodology of teaching foreign languages is divided into general and private methodology. The general methodology discusses the principles of education that apply to all foreign languages. "General methodology of teaching foreign languages in secondary school", published under the editorship of I.V. Rakhmonov, V.S. Tsetlin and translated into Uzbek, R.A. Zaripova's "Guide to foreign language teaching methodology", J. Jalalov's "Foreign language teaching methodology" can be considered as a general methodology. Private methodology deals with the issue of teaching one foreign language. This includes "Methods of teaching English" by G.V. Rogova, O.Kh. Hoshimov, I.Ya. Examples are Yakubov's "English language teaching methodology", S.F. Shatilov's "Methods of teaching German in secondary school".

Rather than identifying the amount of information provided as the primary factor in this process, educators should focus on developing specialists who can adapt to changing production conditions at the level of global requirements. They should also instill the qualities of independent thinking and take a creative approach to teaching.

**Result.** The following elements have a direct bearing on raising the standard of English language instruction at non-philological higher education institutions:

1) Increase in the need for highly qualified new generation specialists who know the English language;

2) Low level of English literacy of first-year students admitted to a higher education institution;

3) Students' mastery of communicative competences specific to different languages at different levels;

4) Inadequacy of educational literature aimed at ensuring the educational-methodical individuality of students in mastering communicative competences specific to another language, etc.

The search for effective ways to improve the quality of the English language teaching process in non-philological higher education institutions is being carried out in different directions at the same time. In English language courses of non-philological higher education institutions, the main goal is to prepare students for speech activity in a goal-oriented manner in connection with the professional and social spheres of communication. While the authors are developing programs related to different directions, the sole goal is to teach the speech skills specific to a foreign language, which are defined by S.K. Lelyushkina as "non-standard solutions, learning complex words, unusual speech tools, acquiring methods, and shaping thinking." mastery provision is determined. [21, 23]

In non-philological higher education institutions, contextual and professional-oriented education is reflected as the generally accepted directions of English language teaching. As a basic concept of vocationally oriented education, the context is of great importance in the formation of students' linguistic readiness in connection with the future specialty. In order to determine the communicative indicators of improving the quality of English language teaching in non-philological higher education institutions, it is necessary to clarify the essence of the concepts of "quality", "teaching quality", "and teaching quality parameters". [1, 7] F. Saidova did not carry out independent study on quality parameters and indicators when examining the topic of quality management of foreign language instruction in technical higher education institutions. Nonetheless, the following interpretation of its management elements was made: "Educational quality management" to guarantee adaptation. Its use and outcomes are understood in relation to the reach and support of educational activities. It is not whatever aspect of the educational process needs to be regulated, but rather how each aspect works and how well it conforms to standards. However, the idea of controlling educational quality through outcomes meant to regulate process quality indicators provides the most precise and comprehensive explanation of this occurrence.

Therefore, in order to develop the creative activity of students of non-philological higher educational institutions in the process of learning foreign languages and evaluate the quality of teaching, it is necessary to implement the following conditions:

- To create a communicative-educational environment;
- To increase motivation of students in the educational process;
- Developing students' creative activity;
- Constant use of modern interactive methods and technologies in educational sessions;
- Conducting training sessions in classrooms equipped with a set of didactic tools;
- Availability of stages of development of creative activity of students of non-philological higher educational institutions.

How to apply modern strategies that are important in the development of receptive speech skills and the expected result of them will help the student in the course of the monograph. During the research of the monograph, scientific works (books and articles) of a number of scientists on this topic were studied in order to form integrated receptive skills in the student.

**Analysis and discussion.** The experiment's outcomes, techniques, and theoretical data are all derived from credible sources, ensuring their efficacy. They are highlighted due to linguistic, psychological, and didactic factors that are crucial for the development of integrated receptive speech skills, the analysis and comments that are presented, the conclusion that the effectiveness of the experimental work is based on statistical methods, and the implementation of the recommendations and the competent bodies' approval of the results that are obtained.

A set of techniques that are appropriate for the goal, topic, subject, and tasks of the monograph are used to investigate philosophical and scientific-pedagogical approaches; the number of higher education institutions participating in the experiment is at the necessary level. The results of the experiment are based on statistical data and processed mathematically and statistically and the content of the works published on the topic, as well as a systematic and consistent approach to the problem of the monograph, the results of experiments and their compliance with the modern requirements for pedagogical monographs, ensure the reliability of the monograph results. [7, 21]

It's crucial to consider psychological aspects of language acquisition when developing integrated speech abilities. It is well recognized that student motivation to carry out specific tasks is strongly correlated with their interest in the outcome of their work, which determines how effective the educational process is. Consequently, when selecting lexical tasks, subjective considerations must be made. Furthermore, this selection surely takes into consideration the age-related changes in language learners' thinking, thinking, and memorizing. [5, 12]

The scientific literature points out that, among the psychological traits that every adolescent acquires, it's critical to identify the primary relationship that unites all of the traits during the formation stage of the student:

1) In continuing education, great attention is paid to the level of personal interest and interest of the students in learning a foreign language in relation to the learning material and the educational activities being performed;

2) it is emphasized that thinking takes a leading place in the development of memory, that is, the priority of logical memory retention over mechanical memorization.

In the development of students' professional competence in foreign languages, the formation of receptive speech skills in English, the modernization of innovative activities related to the use of modern pedagogical technologies, the gradual formation of receptive

skills with a differential approach to reading and listening techniques and other types of speech, linguo-didactic and psychological factors determine the effect;

- Analyzing the development of receptive speech competence in the teaching of the English language and the development of professional competence based on methodical support and linguo didactic analysis on the systematization of specialized educational materials;

- Use of interactive methods and technology of didactic games in formation and development of integrated receptive speech competence;

- Application of the technique of appropriate application of various strategies in the formation of integrated reading skills;

- Development of methods of formation of receptive speech competence of Uzbek students in English based on the requirements and principles of the communicative method.

During the trial period, he benefited from an English audio-textbook based on the TPRS (Teaching Proficiency through Reading and Storytelling) methodology, which was created in the educational process using an innovative method of teaching. This book takes into account students' interest and passion for learning English. During the experiment, special attention was paid to such factors as determining the ways and methods of eliminating imbalances.

The following results obtained as part of M.A. Nazaralieva's Doctor of Philosophy (PhD) dissertation were applied to the educational process of the institute:

Through children's books, captivating tales, and interactive resources that are contextual, repeatable, and intelligible, teachers may help pupils improve their language abilities with TPRS. In contrast, the teacher use stories that are both comprehensible and engaging throughout the session, as we have already discussed. [8, 12]

The teacher starts telling the story at an important, noteworthy point and asks many questions to the class:

- a) To ensure that the class understands the language;

- b) Adding personal, interesting and understandable details to the story. Students read mostly stories created in class, but also stories created by other classes, stories written by individual students, advertisements and articles from magazines and newspapers, children's books, and short novels written for TPRS classes. In short, TPRS consists of telling, listening to, and conducting short and simple question-and-answer sessions on a variety of stories that include natural phrases, commonly used words, and idioms. This increased students' interest in learning English.

In result  $1a_{1i}$ : ( $i = 1,2,3,4$ ) suitable respectively "5", "4", "3", "2" points received experience in the group of students average the number means  $_b_{2i}$ : ( $i = 1,2,3,4$ ) suitable respectively "5", "4", "3", "2" points received control in the group of students average the

number means Based on initial in case experience and control in groups average monitoring is determined.

$$X_r = \frac{5 \cdot 10 + 4 \cdot 12 + 3 \cdot 30 + 2 \cdot 54}{106} = \frac{296}{106} \approx 2.8$$

$$X_n = \frac{5 \cdot 8 + 4 \cdot 10 + 3 \cdot 36 + 2 \cdot 52}{106} = \frac{292}{106} \approx 2.7$$

So both the group indicators initial in case  $X_r \approx 2.8$ ,  $X_n \approx 2.7$  is equal to

Final in the case average score indicators is calculated as:

$$X_r = \frac{5 \cdot 20 + 4 \cdot 22 + 3 \cdot 10 + 2 \cdot 54}{106} = \frac{326}{106} \approx 3$$

$$X_n = \frac{5 \cdot 12 + 4 \cdot 12 + 3 \cdot 30 + 2 \cdot 52}{106} = \frac{292}{106} \approx 2.8$$

So,  $X_r > X_n (3 > 2.8)$  control to the group relatively experience of the group growth percentage determined:

$$\frac{X_r}{X_n} * 100\% - 100\% = 120\% - 100\% = 20\%$$

Experience results average efficiency of 20% gave that make a guess (hypothesis). can \_

In that case head hypothesis

$$H_0: P_{1i} \neq P_{2i} \quad i = 1, 2, 3, 4$$

All categories the alternative hypothesis  $H_1$  for is as follows:

$$H_1: P_{1i} = P_{2i} \quad i = 1, 2, 3, 4$$

Four from the category never when not one for.

Statistical testing of the hypothesis for below criteria (symptom) is used:

$$T = \frac{1}{n_1 * n_2} \sum_{i=1}^4 \frac{(n_1 b_{2i} - n_2 a_{1i})^2}{a_{1i} + b_{2i}}$$

T is random quantity (statistics) of distribution  $\chi^2$  to the law tall breaks and freedom level  $J = 3$  to equal to

Hypothesis check in the rule value as follows level  $\chi^2$  the critical points from the table  $V = 3$  when  $\chi^2$  critical point found, based on Table 1 (1) observed value  $T_{qiyamat}$  is found. After  $\chi_{1,2}$  and  $T_{qiyamat}$  compared, If  $T_{qiyamat} > \chi_{1,2}$

Inequality if fulfilled, a value level  $H_0$  hypothesis refuse will be done and  $H_1$  hypothesis acceptance will be done. On the contrary  $T_{qiyamat} < \chi_{1,2}$  if  $H_0$  hypothesis acceptance will be done.

Now to the rule basically  $\chi_{1,2}$  from the table we find Let  $\alpha = 0.05$ . He is alone  $\chi^2$  critical points from the table  $J = 3$  we find in:

$$\chi_{1-0.05} = \chi_{0.95} = 7.815$$

$T_{qiyamat}(1)$  based on the formula we calculate:

$$T_{qiymat} = \frac{1}{n_1 n_2} \left[ \frac{(n_1 b_{21} - n_2 a_{11})^2}{a_{11} + b_{21}} + \frac{(n_1 b_{22} - n_2 a_{12})^2}{a_{12} + b_{22}} + \frac{(n_1 b_{23} - n_2 a_{13})^2}{a_{13} + b_{23}} + \frac{(n_1 b_{24} - n_2 a_{14})^2}{a_{14} + b_{24}} \right] =$$

$$\frac{1}{106 \cdot 106} \left[ \frac{(106 \cdot 12 - 106 \cdot 20)^2}{32} + \frac{(106 \cdot 12 - 106 \cdot 22)^2}{34} + \frac{(106 \cdot 30 - 106 \cdot 10)^2}{40} + \frac{(106 \cdot 52 - 106 \cdot 54)^2}{106} \right] = \frac{1}{11236} (22472 + 33047 + 112360 + 424) = \frac{168303}{11236} \approx 14.98$$

So,  $T_{qiymat} \approx 14.98$  and  $T_{qiymat} > x_{0,95} (14.98 > 7.815)$

In conclusion, according to,  $H_1$  accept the hypothesis is done,  $H_0$  the hypothesis is rejected.

So, scientific pedagogic experience results average knowledge of 20% effect gave is calculated as in case in practice to apply recommendation will be done. [8, 12]

**Conclusion.** Researcher M.A. Nazaralieva's scientific-methodological recommendations developed on the basis of the results of her dissertation, the efficiency of the innovative approach was determined by comparative analysis of the traditional teaching and the innovative approach in higher education institutions. The formation of the speech mechanism, the theory of speech activity, and the psychological features of learning the language as a means of communication formed the psychological basis of this study. Observation of the educational process, effective use of reading and listening strategies and conversation with students helped to identify, analyze and develop ways to overcome psychological difficulties in the process of formation of receptive speech skills (not knowing orthographic rules, fear of making mistakes, lack of motivation). [5,9]

It is necessary to increase the attention to the studied information, to include the specific features of the formation and improvement of attention. This feature is reflected in students' assessment of the importance of the educational material and its practical results. A student who understands the importance of the learning material actively begins to master it. If the learning material does not seem necessary, the attitude towards it will weaken. These psychological characteristics, a logically based educational activity is created, which is useful for the student in mastering foreign lexicon. It is important for students to try to systematize their knowledge in acquiring vocabulary. Scientists have emphasized the need to pay special attention to the formation of the skill of striving to put the acquired knowledge into a certain system in the educational process. In fact, students are not completely satisfied with the amount of knowledge they have mastered, that is, information in the direction of events, and they feel the need to expand, supplement and organize their knowledge. Two important conclusions can be drawn from the opinions expressed: the educational material should be provided as complete as required, including all the necessary information; and the educational activities of students should be directed to their complete and systematic information acquisition.

One of the main requirements of the modern approach to the lesson is that it is important not only to use texts in the lesson, but also to acquaint the students with the

literature of the country where the language is being studied. In addition, it is important to show the students a video film related to the topic and to know their opinions about this film. In this case, students should describe their impressions of the film and/or a summary of the film. Speaking about other films similar to the film also has a positive effect on the development of speaking skills in them.

How to organize and conduct a lesson depends on the skills and experience of the teacher. A modern approach to the lesson and the effective use of new pedagogical methods during the lesson will also depend on the teachers' interest in their subject and their desire for innovations. [10, 12]

Therefore, preparation for each lesson and modern approaches to lessons will make the teacher and the student not bored during the lesson, and the lessons will be organized effectively. These approaches allow students to develop language skills and, of course, become fluent in the language they are learning.

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