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EFFECTIVENESS OF METHODOLOGY FOR THE DEVELOPMENT OF SPEECH COMMUNICATION CULTURE IN CONTINUOUS EDUCATION

Abstract: In the sphere of speech culture behavior in the system of continuous education in the Uzbek language, it is necessary to achieve the following parameters:
1) achieve the accumulation and activation of the wealth of speech stamps;
2) participate in mutual communication, that is, master the order of mutual communication and communication behavior;
3) be able to independently start and continue, end a dialogue on the proposed topic;
4) to able to participate in mutual communication using information technology in a remote from;
5) write dialogue.
Key words: in the sphere, linguistic and cultural competence, intercultural communication, lexical difficulty, speech culture behavior, dialogic text, organizational part, basic information exchange.
Language: English

Introduction

In order to give objective results of experimental work on the formation of a culture of communication in students in classes (groups) where the language of instruction is Russian, attention is paid to the closeness of the number of young people who study Uzbek language and do not know it in practice. Teachers, as experimental materials, on the one hand, in addition to getting acquainted with the main content of our research work, carry out six different types of work described in this chapter, on the other hand, envisage the intended goals and results in the work plan. In the system of continuous teaching of the Uzbek language it is necessary to achieve the following in terms of etiquette:

1) creation of KES (Knowledge, experiences, skills) for young people to independently create phrases (types of sentences with a certain structure) in the Uzbek language, working on thematic vocabulary;

2) to achieve the accumulation and activation of a wealth of stereotypes;

3) to be able to communicate, that is, to master the order of conversation, the etiquette of behavior;

4) start and continue, complete the dialogue independently on the given topic;

5) be able to communicate remotely using information technology;

6) to be able to make a dialog in writing form[1].

LITERATURA REVIEW AND METHODOLOGY

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[1] Akhmedova G.M. Some questions of comparative study of speech stamps of Uzbek language. Academic resacherch in edicational sciences (aries). Tashkent: Volume 1, Issue 3, 2020. – 152-163 p.

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Experiments are carried out in the classroom (group) in 10 different types of work, similar to the goals and objectives that represent the hypothetical model listed above, in a sequential manner, increasing the independence of students. We have outlined some of our recommendations for these types of work below.

I.   To teach students to compose sentences of different patterns independently in the Uzbek language.

If Russian-speaking students do not speak Uzbek independently, they will not be able to compose dialogues, if they will not be able to translate patterns from Uzbek to Russian, they will not be able to use them in speech because they do not know their content. Therefore, after conducting independent experiments in Uzbek language and conducting certain experiments, students are selected, so that the order of dialogue, as well as the etiquette of communication, can be considered as the first parameter of the development of dialogic speech. If a class in which students cannot speak Uzbek independently is chosen for the experiment, the teacher first uses a monograph by Methodist scholar R.A.Yo`ldashev entitled "Methods of Enhancing Pupils' Oral Speech in Uzbek Language Classes by Speaking Too Much"[2] (for example, Russian language schools). It is designed to guide students in teaching Uzbek language to speak independently. In the first chapter of our study, we provided numbers on the results of translating templates from Uzbek into Russian language as a control work, pointing out that the situation was not good, citing the fact that students' dialogic speech was not developing at the required level. Therefore, at the beginning of the experimental materials (provided that the teacher teaches students to compose sentences independently), we recommend to perform exercises that provide conscious mastery of Uzbek idioms.

II. Translation of Uzbek idioms into Russian.
The following exercises are performed:
- to read the Uzbek version of the patterns from the exercise material in the form of a dictionary, to study the pronunciation;
- Translation of templates from Uzbek into Russian;
- Interpreting exercises.

III. Activation of Uzbek idioms.
The following types of work are carried out:
- memorize patterns;
- Carrying out the game "Fast walking";
"Who knows a lot about stereotypes?" play an intellectual ring game;

- read a dialogic text with a corresponding pattern instead of dots.

IV. Translating Uzbek equivalents into Russian
The following exercises are performed:
- to tell the Uzbek translation of the template from the exercise material in the
form of a dictionary, depending on the Russian version;
- to do this work in writing;
- read Russian sentences in parentheses in the dialogic text translated into Uzbek;
- Accompanied by a teacher to translate Russian sentences into Uzbek.

V. Expressive reading and modification of a dialogic text sample after lexical and grammatical preparation.
There are many such exercises in Uzbek language textbooks. Their purpose is also to acquaint students with new words, word forms and phrases that are actively used in the conversation on this or that topic, to introduce them to the speech of young people in terms of pronunciation, meaning and spelling. Sometimes there is a stereotype among the new language material. Exactly performing the pattern without change does not enhance the students 'dialogic speech, but rather expresses the readiness to do so. Consequently, not much time is allocated to this type of exercise. Assessment of students takes into account the acquisition of language material, pronunciation and spelling, intonation.

VI. Some words, pattern execution by changing bites.
Based on a dialogue pattern, the task of creating options by swapping words   and bites in it can be done consistently from class to class. The importance of these types of exercises is that they allow students to acquire basic skills related to developing dialogic speech. [3]

VII.   The exercises that are required to continue the dialogue given at the beginning put the students in a position to think of a continuation based on one or two bites given. For example:
IN THE MARKET
 – Qovunning kilosi necha so`m turadi ?
    (-How much does a kilo of melon cost?)
– ... so`m.
    (- ... sum.)
– Mana bu qovun necha kilo chiqadi? ...
(-"How many kilos does this melon weigh?") ...
AT THE STATION
 – Shimoliy vokzalga nechanchi avtobus boradi?
 (- How many buses go to the North Station?)

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[2] Yo1dashev R.A. Methods of developing students' oral speech in Uzbek language classes by speaking them a lot (on the example of schools with Russian language of instruction): Monograph. - Tashkent: «Science and technology», 2012. 12-p.

[3] Akhmedova G.M. Knowledge, skills and abilities in the culture of oral communication. Scientific research in the XX century: general and humanitarian sciences. Collection of general articles/under the general editorship. V.A.Doljikov. - M .: Global partnership, 2015. p. 44.

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– 55-avtobus.

    (- Bus 55.)

IN THE PRESENCE OF A DOCTOR

– Mumkinmi?

    (- may I come in?)

– Kiring. Mana bu yerga o`tiring. Xo`sh, qayeringiz og`riyapti?

    (- Enter. Sit here. So where does it hurt?)

Students do the exercise with difficulty because they speak a lot in their native language on such topics. They rely on communication skills from their native language in inventing morsels and patterns. But the dialogues on some topics may be different than usual. For example, the topic "In the market" is one of them. The person who buys a melon or watermelon first asks the price of one kilo, then instead of asking, "Give me one melon (watermelon)," How many kilos does this melon cost? ","What about the smaller one?" "When he gets answers to questions like", "Here's this melon, pull it out." "Because the exercise is educational, the teacher guides the students in the conversation using guiding questions and assignments". "Some advanced work-experienced teachers use molds to create a melon-buying situation". In some topics "... the dialogue also includes elements of the scene: the door knocking, asking permission, greeting, saying goodbye, and so on. It is also necessary to use the following bites. Who is he? "It's me, Sasha." "May I come in?" - Enter. "I'm sorry." "Then what are you doing?" Such demonstration activates students. When five or six pairs of students talk to each other in class, the dialogue progresses.[4]

VIII. Exercises that require dialogue on a given topic are organized after certain lexical and grammatical preparation, after which students begin to acquire basic communication skills. If this is not done, such tasks, as given in the textbooks, will be accomplished with great difficulty and failure. Conversation based on serious preparation is effective, inspires young people, allows them to further strengthen their initial skills, and encourages them to achieve the quantitative and qualitative indicators set in the educational standard.

IX. Participating in a conversation as a multiple participant

allows you to master the etiquette, expand the range of conversation, come up with unexpected bite options, increase the responsibility of students, they become sufficiently active. So, as a first exercise, the pattern is actually performed, then the variable changes are made, the conversational exercises are organized using a sample (changing words, phrases, patterns) in related topics, similar speech situations, and finally the conversational exercises are completely independent.

X. Innovative activities of teachers. In innovative model of the teacher's personality plays an important role in achieving active participation of students in dialogue in a dialogical form, encouraging them to think creatively.[5] This can be achieved through the following conditions:

1. Give students some freedom in inventing dialogue pieces.

2. Think of some bites in advance and write them down on paper, allowing them to be used.

3. Support and encourage new ideas.

4. Work in a team and ensure that group members are active.

5. Assure students that they are making progress in learning the Uzbek language, emphasizing that they are making meaningful snacks.

6. Listening to the assessments of classmates about the achievements and shortcomings of the group, creating a critical attitude.

RESULT AND DISCUSSION

As a result, students have the opportunity to become accustomed to dialogic speech skills such as independent thinking, broad-mindedness, fair judgment, free speech, self-control, and self-assessment.

Non-traditional methods, such as **various games**, are used to turn skills into skills (automate dialogic speech). Independent thinking develops creativity in students. The following games will help you: **"Presentation",**

"Multimediya", "Wheel", "Fish Skeleton", "Essay", "Saw", "Venus", "Speaker Contest", "Box of Thoughts", "Game of Wisdom".

All students are actively involved in the process of innovative and non- work: traditional learning. **Innovative education** is reflected in the following types of Task 2 asked to translate the following sentences from Russian into Uzbek:

Разрешите вас приветствовать. Как идет (ваша) жизнь? Как вам (тебе) сказать? Как на работе? Какая приятная встреча! This task was performed in the following order.

1 sentence is translated as "Let me greet you," which is used in oral speech as "Let me greet you," which we have focused on in their translation.

Previous control case materials were used in the initial control case. The results showed that the

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[4] Akhmedova G.M. Knowledge, skills and abilities in the culture of oral communication. Scientific research in the XX century: general and humanitarian sciences. Collection of general articles/under the general editorship. V.A.Doljikov. - M .: Global partnership, 2015. p. 44.

[5] Akhmedova G.M, Work on patterns in the development of students' culture of speech communication. Lingvist. A collection of scientific articles. Section VII. / Faculty of Uzbek Philology, National University of Uzbekistan named after Mirzo Ulugbek.T .: 2016. 144-p.

knowledge acquired and regulated in the first test was able to show its positive effect in the second test, that is, students were able to translate those patterns from Russian into Uzbek with alternatives.

All students are actively involved in the process of innovative and non-traditional learning. Innovative education is reflected in the following types of work:

"Modified education" is an integrated learning process (the teacher teaches in the form of communication with students, question-answer, discussion). The students, i.e. the 'Interview', the participants of the training should take turns interviewing each other. Methodist scholar G.Kh.Jumasheva develops a method of using theatrical games in the formation of the culture of communication in the Karakalpak language of preschool Russian-speaking children, which describes the ways in which they can enjoy the spiritual riches, customs and traditions of the Karakalpak people.[6]

"Multimedia - teaching with video programs" (a method of presenting and playing a sample of communication on a particular topic using software, audio, visual, television, video equipment).

Multimedia (meaning "multi-environment") is a set of capabilities available in almost all modern computers, a new, improved stage of "human-computer" interactive (dialogic) communication, in which the user receives a very wide and comprehensive information.

N.M.Chernenko[7] compiles a set of symbols that represent the following warnings to students participating in computer correspondence. We can customize these by linking them to the dialog as follows:

- take into account the style of the interlocutor when creating their own dialogues;
- Do not prolong your message to adhere to the conciseness of the discourse;
- Not to give thoughtless answers to questions, to adapt to the answers of the interlocutor;
- Failure to answer questions in violation of the rules of etiquette;
 the text;
- The use of generally accepted graphic symbols that help to quickly understand
- follow the paragraphs that make the text visible;

"Analysis of a particular situation or situation" (any life event, a discussion of a situation.

"Have a point of view" (each student expresses his / her point of view on the teacher's problematic assignments on the speech situation).

"Critical Thinking" (students respond critically to a teacher's questions about a speaking situation without repeating each other).

At least 5 people will take part in the "Snowball" game. The first participant asks a question and gets an answer, the second pair exchanges a bite after the greeting, the third pair adds another bite, and so on. In doing so, they are said to make more use of stereotypes. Returns to the first pair and so on. There will be a competition between the pairs. The pair that achieves perfection is the winner.

The methodological problems that need to be addressed within the research topic are to some extent related to the tools of dialogic speech development. In addition to the mediation of dialogic text patterns, pictures, various drawings, verbal situations created by words, and finally, the technical means of teaching play an important role here.

Some theoretical guidelines and practical research on important issues of effective use of computers in language education in the research of Uzbek Methodist scholars such as I.R.Ahmedov, M.Yu.Tukhtamirzayev, Sh.J.Yusupova[8], S.A.Adilova[9], N.Z.Umarova recommendations are outlined. Most of the existing problems with the use of modern information technologies in Uzbek language classes have been resolved in the research work of N.Z. Umarova. According to the scientist, "... the use of multimedia teaching methods in places where time, space, necessity and opportunity require it, increases the effectiveness of education." Therefore, in his opinion, in order to increase the effectiveness of Uzbek language lessons, it is necessary to create electronic textbooks, electronic developments, slide packages, encyclopedias, dictionaries, use e-mail.

Demonstration plays a special role in the development of dialogic speech. In this case, it is necessary to use a speech situation that reflects the speech situation, rather than an image of the interlocutors. Accordingly, the methods of demonstration are a picture that reflects the speech situation, a scene, a demonstration of the situation by two students, and observation of what is being said to each other. These methods represent the tools used in the process of explaining a pattern of speech or a rule of etiquette. The stages of training can be called introduction, practice and application methods. Now

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[6] Жумашева Г.Х. Формирование основ культуры общения дошкольников на каракалпакском языке в условиях двуязычия средствами театрализованных игр: Автореф. дисс. … канд.пед.наук. – Ташкент: 1996. – 16 с.
[7] Chernenko N.M. Stilistika kompyuters communications. // Rus yazik v shkole. 2009. № 5. – С. 14– 17.

[8] Muxitdinova X. O`zbek tilini o`qitishda uzluksizlikni ta'minlashning ilmiy-metodik asoslari. Monografiya. – Toshkent: «Fan va texnlogiya », 2008. – 238 b.
[9] Adilova S.A. O`zbek tili mashg'ulotlarini kompyuter texnologiyalari vositasida tashkil etish (oliy ta'lim muassasalaining rusiyzabon guruhlarda): Ped fanlari nomzodi ... diss.avtoreferati. – Toshkent, 2004. – 19 b.

the scientist's methods are improving in line with the times: computer technology is added to the series of exercises. Video techniques are widely used as visualization, teaching, exercises under the supervision of an electronic teacher, supervision. Animation effects make the image clearly visible.

In addition to the above, S.Adilova[10] "... performs many tasks such as speaking according to the picture, memorizing hidden words, voting for the video, continuing the given ideas, expressing her attitude to the issues raised in the text, filling in the table independently, drawing conclusions on the topic and in this case it is assessed by both the computer and the teacher.

Indicate how the tasks were performed (fast or slow, error or inaccuracy), the points collected by the computer, "Barakalla!" *(Молодец)*, "Think" *(Подумайте)*, "Re-examine!" *(Повторно изучите)* such as giving instructions for approval or correction with recordings, as well as encouragement through music, is controlled by warnings.

Nowadays, it is important to involve young people in school and higher education in voluntary research activities, to teach them to develop research technology, to ensure that all stages of the teaching process are included in the fun activities using the basics of this method.

Education itself, as a copy of the scientific research method, develops from the broader enrichment of productive knowledge by theory and practice. This completes the mechanism for activating the student's undiscovered creative ability and exploratory skills. Students search for scientific knowledge as a team can become a personal value only when it is obtained on the basis of his mental and individual activity.

This is successful only if the learner has enough mental tools to help him- or herself to search deeper into the essence of the subject. These are, first of all, the logical application of the search for knowledge, which has its place and value in the science of methodology, a combination of logical operations. The knowledge gained during the research is assimilated along with the learner sorting and systematizing them and drawing valuable conclusions from them.

With the use of a number of research methods, the learner is motivated to acquire a culture of verbal communication, as the study of the problem creates a full creative opportunity. Each stage of education will have a broader practical analysis of its effectiveness. A new scientific problem will be solved.

For example: Umar Khayyam's contribution to the development of the culture of behavior and speech should be recommended to the student as a reading material.

It is noteworthy that while the student uses the methods he/she can fill as a young scientist conducting research based on a comprehensive analysis of the problem, all that can be easily seen in the work of the author.

Introduce students to the patterns through speech patterns, illustrations, scenes, spiritual and aesthetic enrichment of the interlocutors, the exchange of new information, the structure of communication (organizational part → basic information exchange → practice of speaking in the context of concluding parts of speech) The Russian translation of the textbook, a brief explanation of the explanations and the consistent introduction of the rules of etiquette, if necessary, were considered appropriate.

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