



## The methodology for instructing foreign monologue speaking

**Feruza Shoimova**

JSPU, Jizzakh, Uzbekistan

**Abstract:** Successfully teaching foreign monologue speaking in professionally specific contexts requires a targeted approach to selecting specialized vocabulary aligned with the professional focus of the training. The instructional unit for foreign language monologic speaking, coupled with informative reading, constitutes a meticulously structured exercise. This exercise entails grasping and executing a semantic strategy that involves identifying, assessing, and incorporating professionally significant information. This information is then organized into a framework for monologic expression, facilitating independent monologue delivery based on this framework.

**Key words:** assimilation processes, association, knowledge, discourse

The integration processes occurring within the European community entail establishing joint ventures, fostering industrial and commercial ties with international partners, and actively participating in scientific and technical exhibitions, industry conferences, and economic forums.

As our society's need to enhance existing and forge new connections with foreign business counterparts grows amidst the integration process, the proficiency of specialists in various fields to communicate in foreign languages becomes paramount. Specifically, the ability to describe products, equipment, and discuss technological processes while effectively presenting arguments and defending viewpoints becomes crucial. This



necessitates the training of future engineers in monologic foreign language speaking during their university education, ensuring their success in their chosen fields.

Foreign language speaking is a multifaceted speech activity characterized by objectivity, dialogism, interactivity, focus, independence, and situational adaptability.

In higher education, the instruction of monologic speaking as a means of foreign language communication is an integral component of training for proficient specialists, driven by societal demands and program guidelines. Proficiency in monologic speaking is continuously evaluated throughout the duration of foreign language studies at the university level, and it is incorporated into international examinations as well as European competency standards for foreign language proficiency.

The teaching of a foreign language to students in non-linguistic disciplines is tailored to the specific professional requirements of future specialists, emphasizing the acquisition of communication skills essential for engaging and sustaining international contacts within their respective fields. Communication, broadly defined, encompasses a multifaceted process involving the interaction of individuals, mutual influence, understanding, empathy, and cooperation.

Professional communication arises from the necessities of collaborative work and practical tasks, manifesting primarily within the context of these activities as its essential means and prerequisite. Intercultural professional communication is governed by similar imperatives as professional communication in one's native language. However, the distinction lies in the requirement for intercultural communication, which hinges upon the demands of a specialist's professional activities conducted in a foreign language. These needs are contingent upon the extent of the specialist's engagement in intercultural integration processes.



Intercultural professional communication refers to the exchange of information within professional domains among individuals from specific professions or related fields belonging to different linguistic societies. This phenomenon, recognized both socially and individually, possesses distinct characteristics at both the mental and linguistic levels. During intercultural professional communication, individuals, representing diverse languages and cultures, engage in interaction and exchange information through monologic speaking in foreign languages. Within this framework, they construct complete, logically structured monologic statements that are shaped by the conditions and requirements of the given professional context.

The objective of this research is to formulate a method for teaching foreign language monologic speaking in tandem with informative reading, grounded in scientific principles and validated through practical application. This methodology aims to explore the role and significance of monologic speaking in the context of intercultural professional communication, particularly within the domain of engineering. It is understood that oral communication, encompassing both speaking and listening, serves as a vital mode of interaction wherein participants, as communicative agents, assume specific social roles and functions. Effective interaction among specialists in intercultural professional communication necessitates a shared foreign language vocabulary, a repertoire of general speech skills, and various interaction functions: informational, emotive-empathic, and interactive/organizational activities conducted through verbal and non-verbal means within the context of speech interactions and actions.

The information function involves the exchange of information and knowledge, establishing information connections through verbal, non-verbal, and material-sign means. This function facilitates the reception, storage, and transmission of information in the form of messages.



The emotive-empathic function of interaction pertains to an individual's emotional connection with others and with reality, shaping the psychological backdrop of the interaction as they experience their relationships.

The interactive function entails the formulation of strategies and coordination of collaborative actions among participants, encompassing the exchange of contacts, functions, roles, speech actions, and the establishment of interactive relationships.

As intercultural professional communication primarily involves information exchange, addressing the issue of subject-specificity in foreign language monologue speaking becomes imperative. This issue is linked to possessing information relevant to solving professional challenges within the given context. Therefore, it's essential to recognize the role and functions of informative reading in establishing the informational foundation for foreign language monologue speaking.

The connection between foreign language monologue speaking and informative reading is evident in their shared subject matter, common foreign vocabulary, and the inherent nature of compositional and substantive language aspects found in functional-semantic speech types in both oral and written forms.

Mastering monologic speaking as a tool for intercultural professional communication entails the proficiency in various speech activities, including informative reading, comprehension, and semantic processing of consumer-relevant information units. This involves identifying and logically structuring relevant information to form a monologue speech program, followed by independent monologue delivery based on this program.

The connection between foreign language monologue speaking and informative reading is evident in the shared subject matter, common foreign vocabulary, and the nature of compositional and substantive language aspects inherent in functional-semantic speech types across oral and written forms.



The mechanisms of semantic verbal perception and cognition hold particular significance, establishing a close link between informative reading and monologic speaking. This connection arises from the conceptualization of the subject matter in both forms of speech activity as information units presented in thematic or subject-predicate structures. To enable future specialists to effectively grasp and comprehend textual information for use in their monologues, it is essential to cultivate qualities of semantic visual perception such as objectivity, coherence, organization, and significance. This process is intricately tied to cognitive mechanisms, particularly the ability to engage in mental operations such as extraction, comparison, structuring, and grouping of information when formulating a monologue.

Equally crucial are forms of thinking such as judgment and inference, as information within the text is unveiled through the identification of various judgments, serving as information units upon which inferences are drawn. These inferences form the basis for semantic decisions in informative reading and the organization of semantic blocks constituting the content of a monologue.

Hence, the ability to draw conclusions while selecting professionally relevant information units and logically structuring them into information blocks is crucial. This process involves creating a program for monologic speech, enriching it with insights from personal experiences and other sources, and formulating it into an independent monologue in accordance with the functional types of speech appropriate to a professionally oriented context.

Thinking, mental operations, and speculative activity are intricately linked to both short-term and long-term memory. Short-term memory, functioning during informative reading and monologic speaking, entails the utilization of language units across all levels, drawn from long-term memory or provided as external linguistic references. According to L.S. Vygotsky, the consistent use of vocabulary units for articulating thoughts in



communication leads to their generalization and subsequent assimilation of the meanings of lexical units and syntactic structures, thus embedding them into long-term memory.

The storage of lexicon in long-term memory is characterized by the arrangement of lexical units based on systemic paradigmatic and syntagmatic connections. This suggests a didactic approach to organizing lexicon in the form of a thesaurus, where key terms are structured logically and semantically within the content of a specific discipline. Dictionary-conceptual articles containing related lexical units at both syntagmatic and paradigmatic levels of associative relations facilitate this organization.

Equally vital is the mechanism of attention, particularly the cultivation of qualities such as volume, stability, concentration, switching, and distribution. Maintaining the quality of attention as a complex and dynamic process requires consideration of its connection with semantic verbal perception, thinking, and long-term memory. This connection underscores the importance of providing learners with the necessary external informational resources regarding language tools for extracting information from texts and constructing monologues.

In the instruction of foreign language monologic speaking, the informational foundation holds particular significance. This foundation comprises authentic texts in a scientific and technical style, which embody professionally significant information.

The selection and didactic arrangement of educational authentic texts in the scientific and technical realm were guided by principles emphasizing their professional informative value, authenticity, thematic coherence, interrelatedness of subjects, representation from diverse authors, functional relevance, adherence to the language's functional-semantic system, synonymity, and adequate quantity.

Genuine texts within the field, sourced from original English literature including textbooks covering general technical and specialized engineering disciplines, scientific and



technical documentation, specialized periodicals, and online resources, serve as textual materials for teaching foreign language monologic speaking alongside informative reading.

The analysis of text subject matter and the development of logical-semantic structures are conducted through the utilization of the subject-based method of word processing proposed by T.S. Serova, and the metatemic approach introduced by D.V. Izarenkov and FI Davies. These methods involve exploring various topics that share common aspects of consideration regarding the objects mentioned within them. Therefore, the teaching approach for foreign language monologic speaking in conjunction with informative reading is grounded on the concept of communicative speech situations. These situations are viewed as dynamic systems of interaction and relationships that occur under specific conditions, reflecting objects and events from the external world. Such situations stimulate purposeful activity and support its development, forming the foundation for teaching monologic speaking alongside informative reading activities.

Enhancements in individual performance outcomes signify that employing the methodology developed during the study for teaching monologic speaking in foreign languages alongside informative reading yields positive effects on the development of monologic speaking skills. This underscores the effectiveness of integrating monologic speaking with informative reading in the teaching process.

### **Bibliography:**

1. Karaulov Yu.N. Linguistic construction and thesaurus of the literary language. - M.: Nauka, 1981.
2. Krylova E.V. Didactic foundations of organizing macrotext for teaching foreign-language informative reading (English, first stage): - M., 1994.





3. Maletina L.V. On the issue of teaching monologic speaking to students of a non-linguistic university // Professionally directed teaching of a foreign language in the context of a multicultural paradigm: Mater. intern. scientific method. conf. - Brest: Publishing house of BrSU, 2006. - S. 220-225.
4. Passov E.I. The basics of communicative teaching methods of foreign language communication. - M.: Russian language, 1989.
5. Serova T.S., Goreva T.A. Formation of communicative-speech interaction skills in teaching foreign language business communication. Perm: Publishing House University, 2005.
6. Winter I.A. Psychological aspects of teaching speaking a foreign language: a book for the teacher. - M.: Education, 1985.
7. Zalevskaya A.A., Medvedeva I.L. Psycholinguistic problems of educational bilingualism: textbook. allowance. - Tver: Publishing house Tver. state University, 2002.
8. Kavilova, Laura A Q U I L I N A. "THE CASE OF PREFIXATION IN UZBEK AND FRENCH NEOLOGISMS." PEDAGOGICAL SCIENCES AND TEACHING METHODS (2023): n. pag. Print.
9. Kavilova, T. (2022). A MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES DIGITAL GENERATION OF STUDENTS: MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES DIGITAL GENERATION OF STUDENTS. Журнал иностранных языков и лингвистики, 4(4).