

# THE ROLE OF LINGUODIDACTIC AND PSYCHOLINGUISTIC PROCESSES IN THE DEVELOPMENT OF ORAL SPEECH IN ENGLISH

*Bolbekova Ug'ilyo Jaloliddinovna*<sup>1</sup>

**Annotation:** This article describes the inextricable relationship and importance of linguodidactic and psycholinguistic processes in the development of English oral speech. Methods for the development of oral speech in a foreign language of students are covered.

**Keywords:** oral speech, linguodidactic, psycholinguistic, speech activity, linguistic component, teaching.

In today's globalization process, the teaching and learning of foreign languages, especially English, is becoming very important.

President Of The Republic Of Uzbekistan Sh. As Mirziyoyev noted, "it's time to establish a new system in our country that will become a solid foundation for the future of teaching foreign languages." It is very important to develop oral speech when learning English. There are many methods and educational technologies in the development of oral speech. In the study of a foreign language, we can develop oral speech on the basis of psycholinguistics and linguodidactics.

Didactics has a special place in pedagogy, and there is a general object of research—the educational process. Didactics studies this process in general, and methodology—in relation to a specific academic discipline.

The methodology of didactics is only a practical science, it is an independent pedagogical science. In addition, the teaching methodology opens up opportunities to expand the didactic base of foreign languages, the theoretical rules of which are mainly developed on the basis of research on teaching the basics of science, i.e. the focus is on cognitive student activities. Methodology for teaching foreign languages the laws of communicative and cognitive activity of students are studied.

In the didactics and methodology of teaching a foreign language, the content of teaching is defined as a complex multicomponent category that is constantly changing and developing. Traditionally, three main components are distinguished: linguistic, psychological and methodological.

The linguistic component involves the teaching of students from speech (communicative purposes as a process and the use of linguistic tools for the products of this process) language (rules of linguistics as rules for working on the basis of a socially significant code and its Basic Rules).

The psychological component involves the formation of speech skills of students, and the ability to use a foreign language for communicative purposes on the basis of theory speech activity developed in psychology.

The methodological component rational teaching involves the development of skills for learning a new language, working with educational materials; mastering the rules for performing tasks, mastering self-

<sup>1</sup> Teacher in Samarkand Institute of Economic and service



control on an advanced basis, teaching technologies and recommended methods of teaching a foreign language.

The effectiveness of teaching a foreign language to higher education students has objective and subjective factors that depend on the majority. Among them, the most important are the following:

- effectiveness of the chosen method or approach to education;
- teacher's professional skill level;
- didactic and methodological provision of the educational process;
- willingness of students to master a foreign language;
- Effectiveness of training tools;
- level of promotion of educational activities;
- age characteristics of students, their interests, life and learning experience.

The content of education is the main component of the educational system of a foreign language. It reflects the level of society, socially achieved culture in a detailed form, which needs to be experienced and further developed, passing on to the next generation, in order to maintain it. Socio-economic relations, the level of development of Science, production, and technology are the main factors that make certain adjustments to the content of Foreign Language Education, which should correspond to the social order.

All these factors in higher education to priority guidelines in the organization of the process of teaching a foreign language. it serves as the basic principles for determining students and strategic directions

In conclusion, the process of teaching English in higher education, psycholinguistics and linguodidactic are formed as an inextricable connection, the importance of fields and methodological assistance in teaching a foreign language.

### Reference

1. Mirziyoyev Sh.M” on measures to effectively organize the popularization of foreign language learning " Resolution No. 312 of May 19, 2021 .
2. Normatova N. N ” development of oral speech skills of students of the direction of Economics in teaching the English year " dissertation
3. Galperin P. Ya. Psychology of thinking and the doctrine of the gradual formation of mental actions / P. Ya. Galperin // Research of thinking in Soviet psychology.– M. : Prosveshchenie, 1966.– 320 p.
4. Galskova N. D. Modern methods of teaching foreign languages : a guide for a teacher / N. D. Galskova - M. : ARKTI, 2003. – 189 p.
5. Zhinkin N. I. Mechanisms of speech / N. I. Zhinkin.– M. : Publishing House of the APN of the RSFSR, 1958. – 370 p.

