Coherent Speech and Its Types

**Botirova Palina Khakimjonovna[1], Inomiddinova Dildorkhon Ikramovna[2],
Razzakov Bakhrom Abdugafurovich[3]**

[1]*Senior teacher of the Department of Foreign languages Namangan Engineering – Construction
Institute, Uzbekistan, Namangan
Email:* [1]*palina.botirova@mail.ru*
[2]*Senior teacher of the Department of Foreign languages Namangan Engineering – Construction
Institute, Uzbekistan, Namangan
Email:* [2]*palina.botirova@mail.ru*
[3]*Teacher of the Department of Foreign languages Namangan Engineering – Construction Institute,
Uzbekistan, Namangan
Email:* [3]*bahromrazzakkov@gmail.com*

Annotation

One of the most pressing issues in the theory of teaching a foreign language in the world is the development of appropriate speech skills in the process of teaching English. Speech on the topic is a source of active participation of a person in the life of society. The state provides information on the study of the education of coherent speech skills in English.

Key words: coherent speech, personality-oriented approach, linguistics, linguodidactics, text, feuilleton, artistic image, speech, goal, publicistic image, interpretation, concepts, cognitive-communicative.

1. INTRODUCTION

In the development of world language education, teaching of connected speech in foreign languages through linguistic bases was formed in the multi-dimensional interpretation, since the results of innovative technologies, theories, scientific views, practice in cooperation with the modern ones in pedagogy embodied their research in this regard. On the basis of all studies, it has been proved that it is worthwhile to study the evolutionary development of speech conceptions of language learners as an aspect of pedagogy as a result of analysis and synthesis.

In the descriptive text created in the scientific style, as a rule, constant, stable signs of an object and a predicate are listed. To denote permanent signs in a scientific description, verbs of the present tense are usually used.

A knife

A knife is a tool or weapon with a cutting edge or blade, often attached to a handle or hilt. One of the earliest tools used by humanity, knives appeared at least 2.5 million years ago. Originally made of wood, bone, and stone, over the centuries, in step with improvements in both metallurgy and manufacturing, knife blades have been made from copper, bronze, iron, steel, ceramic, and titanium. Most modern knives have either fixed or folding blades. There are kitchen knives for preparing foods: the chef's knife, the paring knife, bread knives.

Chair

A chair, a piece of furniture, 5000 years ago, ancient Egypt, a horizontal seat, a vertical back, attached, four legs, used for/ in, made of, wood, plastic.

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Publitsistik tavsifli matn ommaviy axborot vositalari janrlarida uchraydi: publitsistik maqolalarda, felьeton va boshqa ko'rinishlarda. Gazeta janrlarida zamonaning dolzarb masalalari ko'tariladi va shuning uchun u yoki bu ob'ektning tavsifi muallifning ko'zlagan maqsad va g'oyasiga muvofiq amalga oshiriladi. Publitsistik tasvirlarda mazkur uslubga xos bo'lgan leksik-sintaktik vositalardan foydalaniladi.

Biden to push global Covid plan as national gaps widen

Washington — already grappling with divisions in his own country over vaccine mandates and questions about the ethics and efficacy of booster shots, President Biden is facing another front of discord: a split among world leaders over how to eradicate the coronavirus globally, as Delta leaves a trail of death in its wake. At a virtual summit Wednesday, while the annual United Nations General Assembly meeting is underway, Biden will try to persuade other vaccineproducing countries to balance their domestic needs with a renewed focus on manufacturing and distributing doses to poor nations in need of them. The push, which White House officials say seeks to inject urgency into vaccine diplomacy, will test Biden's doctrine of furthering American interests by building global coalitions. Coming on the heels of the United States' calamitous withdrawal from Afghanistan last month that drew condemnation from allies and adversaries alike, the effort to rally world leaders will be closely watched by public health experts and advocates who say Biden is not living up to his pledges to make the United States the "arsenal of vaccines" for the world.

New York Times
Touching story of a 'lost' army buddy

I was in tears reading Kevin Cullen's beautiful story of Jim Coffey and Don "Woody" Woodruff ("They thought he was dead," Metro, Sept. 14). It was one of the most touching pieces I have read in a while. I thank Cullen for bringing stories of invisible heroes of war to life for us. I am 72, and I lived through those Vietnam years. It was a war that no longer gets spoken of. This column touched my soul. This year, so many of us have lost people we love. I often dream that I will wake up and find them alive. Cullen gave that sentiment to these families by telling the story of "the guy who everybody thought was dead" on the battlefield.

Deborah Raptopoulos
Boston
Two students shot at Virginia high school NEWPORT NEWS, Va.

— Two students were wounded in a shooting at a Virginia high school and a suspecting custody, police said Monday. A 17-year-old boy was shot in the side of his face at Heritage High School and a 17-yearold girl was shot in the leg, Newport News police Chief Steve Drew said. Neither injury was thought to be life-threatening, he said.

The Associated Press
"What about my job?"

Braid, who owns Alamo Women's Reproductive Services, said in his opinion column that since the law took effect, he has discussed with patients how they might access abortion services in another state. He advised one woman, who is 42 with four children, to travel to Oklahoma — a nine hour drive one way — and offered to help with funding. "She told me she couldn't go even if we flew her in a private jet," he wrote. "'Who's going to take care of my kids?' she asked me. 'What about my job? I can't miss work.' "

The Associated Press,
The Washington Post, Austin American Statesman

Formal descriptions often describe the specific features of an object or event. In a formal description, the choice of subject characters depends on the purpose of the author. For example, if we describe the school yard in terms of a convenient place to organize a summer health camp, then there are children's playgrounds, sports grounds, recreation areas. If the school yard is described as a place for learning, then you need to choose other features: geographical area, a special greenhouse for growing flowers, a school yard, a garden, equipped classrooms, etc.

These types of descriptions are found in reference books, textbooks, and manuals. Images created in a formal paperwork style are structured in a specific way. The structure of such an image can be conditionally divided into three parts. The first part of the description usually gives a general idea of the object. The second part contains information about the structure and composition of the object.

Television (also known as a TV) is a machine with a screen. Televisions receive broadcasting signals and change them into pictures and sound. The word "television" comes from the words tele (Greek for far away) and vision (sight).

Sometimes a television can look like a box. Older TVs had a large cathode ray tube in a large wooden frame and sat on the floor like furniture. Newer TVs are much lighter and flatter. A TV can show pictures from many television networks.

The television was invented in the 1920s but the equipment was expensive and the pictures were poor. By the 1950s, these problems had been fixed and TVs became widespread.

At first, all televisions used an antenna . This would pick up television programs from broadcasting stations.

All TVs have screens where the picture is viewed. Before the 1950s these were usually "black and white", which made everything look grey, but all modern TVs show colors. Most 20th century screens also had rounded corners. That is because television screens were cathode ray tubes.

The structure of the artistic image can be very similar to the formal style. An artistic image may have a section that describes the overall appearance of the object, followed by a second section that describes the structure of the object, or an image of some of its parts. In this regard, we compare the following two descriptions.

1. **"TV, in any form, is great. In the evenings he attracts us like a magician. It can also hurt our eyes if we watch it too much. It's rectangular in shape, just like a big phone. If you have a TV, you will not be bored".**
2. **"Television serves to show movies, cartoons fun show programs and news all over the world. It is rectangular in shape and has large and small types. The TV is made of plasma screen and plastic. It has a factory brand mark on the back side of the TV. The inner part consists of glass diodes or circuits".**

Based on the analysis of the scientific and methodological literature, it should be noted that the analysis of the complexity of the structure of the object identified the following types of description:

1. description of individual objects;
2. an image of an animal;
3. (interior) an image of the interior of the room;
4. a description of the natural landscape;
5. a description of a person's appearance;
6. description of actions;
7. description of the area (place).

This methodological classification has a certain theoretical and practical significance. However, this classification is not free from some ambiguities. In particular, the "action description" type of image requires some thought and discussion.

It is well known that the descriptive type of speech describes the simultaneous or constant manifestations of an object, while the "description of actions" describes a series of evolving actions, events, and processes. Hence, in such a situation, it is expedient to think not of a descriptive type of speech, but of a narrative whose main function is to report on a series of evolving actions and processes.

Based on the expressed opinion, the following types of imaging can be distinguished by clarifying the existing classification:

1. description of individual objects;
2. an image of an animal;
3. image of the interior of the room (model);
4. description of the natural landscape (landscape);
5. a portrait of a person;
6. description of the territory;
7. a description of the mental state of the person.

Based on the traditional view, we will show the following types of images by source:
1. memory-based image;
2. compose descriptive text on the picture;
3. image based on special observations;
4. an image based on the information read;
5. Imagination.

From the point of view of stylistic (methodological) affiliation, we can distinguish the types of depiction used in scientific, formal, journalistic, artistic, colloquial methods.
In creating a lingvodidactic model for the development of related speech skills in students of technical universities, first of all, its goals and objectives should be clearly defined.Of course, a single model is not enough to achieve this goal. It needs to be integrated into the educational process. In this regard, the algorithm for using the model in the research process was identified. Undoubtedly, scientific approaches to the problem, the stages of its implementation, as well as the identification of skills to be formed in students are important in achieving the goal set in the model. It should be noted that due to the multifaceted nature of the problem under study, there are different scientific approaches to it. From a didactic point of view, we consider it expedient to base our research on person-centered, systematic, cognitive-communicative, competent and creative-activity approaches.
We will interpret the scientific approaches presented in the model: 1) person-centered; 2) cognitive-communicative; 3) systemic; 4) competence; 5) creative communication.
At the present time, the humanization of education and the person-centered approach to the essence of the content of education have emerged. At the heart of this approach is the individual, who is given the opportunity to freely choose the content of education. In the process of implementing a person-centered approach, the educational, spiritual, cultural and vital needs of the individual are met. Most importantly, there is a humane attitude towards the individual, the individuality of learning and the ability to act independently in a cultural and educational environment. A person-centered approach focuses on the development of a unity of natural, social, and cultural characteristics of a person. Such an approach I.Ya. Lerner, M.N. Skatkin, V.S. Lednev, B.M. Bim-Bada, A.V. It is scientifically based on Petrovsky's research.

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A person-centered approach focuses on the full development of the student's personality. This approach provides students with motivational preparation, preparation for summarizing knowledge, systematization of knowledge, skills and competencies.

In the person-centered approach, the student becomes the center of the educational process, the main focus is on creating favorable conditions for its development and realization of its natural potential, intellectual and emotional-motivational development, formation of knowledge and professional skills, approach to the educational process to build relationships, activism, self-awareness and independence. Therefore, this technology involves not only the development of professional knowledge, skills and abilities of the future specialist, but also his personal capabilities. In the process of training a junior specialist in traditional education, a certain emphasis is placed on the development of the student's personality, but at the same time this development is the formation of a certain set of knowledge and skills necessary for professional activity, personal abilities and not analyzed as a result of the development of professionally important qualities. The basis of person-centered technology is the formation of a set of professional knowledge, skills, competencies and qualities that an individual needs to perform his or her professional duties. It is important to reveal the intellectual and spiritual potential of the individual, the ability to find their way in complex social and professional situations, the ability to carry out innovative, creative processes.

The cognitive-communicative approach requires the acquisition of knowledge about learning activities, the performance of educational tasks using cognitive skills and competencies.

The cognitive-communicative approach in practice includes a person's knowledge of himself, critical thinking, critical thinking, his understanding of the mechanisms.

As part of the cognitive component, analysis serves to identify connections between questions, concepts, and perceptions aimed at expressing ideas, foundations, data, and opinions. In the process of critical thinking, students perceive the opinions of others, compare them, identify the connections between them, and express their attitudes. They also substantiate, accept, or deny the cause-and-effect relationships identified on the basis of their reasoning, comparison. The result is a connected speech.

The systematic approach is a branch of scientific knowledge and methodology of social practice, which is based on the perception of objects as a system. The systematic approach directs the researcher to reveal the integrity of the object, to identify the types of its connections and to bring them into a single theoretical view. [4] The methodological specificity of the systematic approach is explained by the fact that its research focuses on: a) the disclosure of the integrity of the object and the mechanisms that ensure it; b) identify different types of complex relationships and bring them into a single theoretical view; c) to form an idea of the hierarchical system of interconnected models of a complex object, which allows to determine the features of the integrity of the object, its structure and dynamics.

The need for a systematic approach is well-established in didactics, including the educational process, which requires a systematic approach:

- the content of education is carried out in a certain system and sequence. In addition, the teacher organizes the didactic material used in the process of developing connected speech on the basis of a certain system and order;

- it is thoroughly mastered by students only when there are links to the system, organized learning materials and parts. The process is holistic. The student will have the opportunity to return to the didactic material provided systematically several times;

- the material presented on the basis of a certain algorithm develops thinking in a systematic, specific compositional form.

Competence approach. Competence is the knowledge of a field [12, 196]. "Competence" (Lat. Competo - I achieve, deserve, deserve) - 1) the scope of powers, rights and duties of a particular state

body (local self-government body) or official, established by law, charter or other document; 2) knowledge, experience in this or that field.

As you know, the term competence refers to a set of knowledge, skills, competencies and experiences in a particular field. Based on the analysis of modern scientific and methodological literature, the following characteristics of competencies were identified:

1) social competencies related to the ability of a person to take responsibility, to participate in collective decision-making;
2) intercultural competencies that regulate the life of society, prevent the manifestation of intolerance, as well as express a person's readiness to live in harmony with other cultures, languages and religions;
3) linguistic competencies that determine the acquisition of oral and written communication skills, which are of particular importance in modern social life and professional activity;
4) information competencies related to the emergence of an information society in which the acquisition of innovative technologies is a particular priority;
5) competencies for self-development throughout a person's life not only as a chosen profession, but also as a personal and social necessity.

In our study, a competency-based approach was used to develop communicative competence in students as a result of the formation of skills to express ideas in a coherent and logically complete way in a particular compositional structure.

Creative-communicative approach. Creativity (Latin, "create" - to create, "creative" - creator, creator) - a creative ability that characterizes the readiness of the individual to produce new ideas and is part of the talent as an independent factor.

A person's creativity is reflected in his thinking, communication, emotions, and certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind, ensures the active involvement of students in the educational process.

According to EP Torrens, the concept of "creativity" is based on:
- put forward a problem or scientific hypotheses;
- check and change the hypothesis;
- identify the problem based on the formation of the results of the decision;
- effectiveness of the contradiction between knowledge and practical action in finding a solution to a problem. Creative thinking can be clearly reflected in every social sphere. [2]

According to the author, a person's creativity manifests itself in the following features: 1) not to ignore questions, shortcomings and contradictory information; 2) try to identify problems, try to find solutions based on the assumptions made. It is important to create a comfortable classroom environment before students develop creative thinking skills.

Students studying in a creative environment gradually develop an interest in performing creative tasks, as well as a tendency to think creatively as a result of observing a teacher with creative thinking (Sternberg & Williams, 1996).

Creative learning environment leads to the development of students' critical and creative thinking skills, which are important in the educational process [3] Students with creative thinking: - express ideas that other students have not come up with; - chooses a specific way of expressing themselves; - sometimes asks irrelevant or unusual questions; - enjoys tasks that remain open; - prefers to discuss ideas on the basis of concrete evidence; - chooses an unconventional approach to solving the problem.

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