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Секция 10. Энергетика и энергетические техника и технологии	81
ПРОБЛЕМЫ ПРОМЫШЛЕННОЙ ЭКСПЛУАТАЦИИ ВЕТРОГЕНЕРАТОРОВ И ПУТИ ИХ РЕШЕНИЯ Абдуллина Лейла Реналевна	81
Conference papers in English	90
Section 1. Engineering graphics, cad, cae	90
ANALYSIS OF ROAD INFORMATION IN GEOINFORMATION SYSTEMS Mukhammadyusuf Ergashev Mukhammadali Ahmadjonov Davron Hamdamov Abror Dehqanov	90
Section 2. Information technology	95
DEVELOPMENT OF A BACKING UP STRATEGY FOR THE COMPANY'S ESSENTIAL DATA Pavel Pitkevich	95
Section 3. Philosophy of a science and techniques	101
THE DEVELOPMENT OF COHERENT SPEECH STUDENTS OF TECHNICAL INSTITUTIONS IN ENGLISH LESSON Botirova Palina Khakimjonovna Bo`lishev Eldorbek Omonjon o`g`li	101
THE PROBLEM OF FORMATION OF A COHERENT SPEECH OF STUDENTS IN ENGLISH LESSONS Botirova Palina Khakimjonovna	105

SECTION 3.

PHILOSOPHY OF A SCIENCE AND TECHNIQUES

THE DEVELOPMENT OF COHERENT SPEECH STUDENTS OF TECHNICAL INSTITUTIONS IN ENGLISH LESSON

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ABSTRACT

The formation and development of coherent speech skills of students are among the urgent problems of the modern theory of language teaching. Coherent speech is one of the conditions for ensuring the active participation of individuals in society. Coherent speech is a source of ensuring an individually active participation in public life. The article presents an analysis of related speech and its classification.

Keywords: coherent speech, linguistics, linguodidactics, text, logic, term, dialogue, monologue, polylogue, speech, goal, inner coherent speech, external coherent speech, narrow interpretation, broad interpretation Students, methodological, coherent speech; text; constructive and artistic activity.

Introduction

The concept of "text" is one of the most important and essential in the system of assisting pupils in the formation of coherent speech. Several definitions have emerged as a result of various methods to studying this high level of the language system. "Fabric," "plexus," and "connection" are all synonyms for "text," which refers to the outcome of speaking action. The term's etymological meaning perfectly reflects the mechanism of language creation. "Text is a cohesive series of symbolic components, the key attributes of which are coherence and integrity," according to a linguistic dictionary.

E. Wittmers ties the forms of speech to the level of reflection of reality in human awareness by drawing a relationship between them and the process of thinking. Wittmers observes: "The fundamental level of conceptual information in nature. It encompasses the primary sorts of observation of reality (types of thinking) and their replication as forms of speech (the methods of text creation). Description is characterized by the perception of reality in its geographical relationships, communication by the experience of reality in its temporal relationships, and thinking by the perception of reality in its causal relationships " (Wittmers, 1977, p. 47).

Several research have been conducted in the linguodidactics of students on the formation of coherent speech in students and teaching it to them, its patterns and tendencies have been revealed, and successful methods have been established, one of which is the study of various types of texts.

Some scientists feel that pupils are poly-artistic (Grigoreva, 1998; Markova, 1983). In its special intertwining in the growth process, their awareness is capable of concurrently covering all sorts of artistic endeavor. One of the key components of English languages is speech activity, which has an artistic aspect and a particular significance in their lives. As a result, the harmonic connectivity of creative activity types in which speech plays a key role fosters the development of the ability to articulate logical assertions. Students develop abilities in constructive and artistic activity that allow them to explain the substance of what they have observed and to put their thoughts into practice using the forms of expression they have mastered. Students also acquire creative talents and symbolic functions, which enable them to model things and environmental occurrences and learn more about them.

The assimilation of words denoting actions and spatial relations plays a role in constructive activity because it describes the process of constructing various structures from the corresponding materials, which involves the relative position of parts and elements, as well as the ways in which they are combined (Uruntaeva, 1999). The growth of pupils' ideas and mental activities, notably analysis, synthesis, and generalization, takes place in the course of such activity. The youngster must investigate items to identify pieces and discover the structure and nature of individual element connections as part of the creative activity. Research tasks include identifying the criteria and indicators and conducting psychological and pedagogical diagnostics to differentiate the levels of coherent speech formation in elementary school students in the process of constructive and artistic activity.

Methods

The authors' technique (Lutsan, Kynash, 2015) was used to diagnose the degree of coherent speech growth in the process of artistic and creative

activity, taking into account the new requirements for measuring students' knowledge and abilities (Derzhavnyi standart pochatkovoi shkoly, n.d.).

60 students from the Namangan engineering construction institute of higher education and 60 students from the Namangan engineering technology institute of higher education participated in the study's diagnostic stage. The respondents were split into two groups: the experimental group (EG) and the control group (CG) (CG).

The structural and compositional criterion (indicators: the ability to make statements consisting of three parts, the ability to use various types of connections in statements, the ability to distinguish the types of statements in texts), the communicative and productive criterion (indicators: the ability to make statements consisting of three parts, the ability to use various types of connections in statements, the ability to distinguish the types of statements in texts) and the communicative and productive criterion (indicators: the ability (indicators: the ability to independently make statements of various types, the ability to choose appropriate types of statement in active speech, the ability to make creative statements of various types).

Each criterion includes a group of qualitative content-disclosing indicators and characterizes the achievements of students in the intended type of activity.

The above-mentioned criteria acted as a base for the development of a corresponding method for the diagnostics of coherent speech development in 3rd-grade students in the process of constructive and artistic activity.

For each of the identified criteria and indicators, the corresponding diagnostic tasks were selected that involved identifying the students' ability to distinguish the types of statements in text and make a story, description, and reasoning based on the didactic support and the situation, determining the level of oral speaking skills in the situations of unstimulated active speech, ascertaining the ability of students to make creative statements of various types in active speech, etc.

The first series of diagnostic procedures concerned the indicators of the structural and compositional criterion.

Indicator: the ability to make a statement consisting of three parts.

Task: "Conversation on favorite game/toy".

Objective: to identify the students' ability to make statements consisting of three parts.

Procedure. The experiment was conducted in the form of a conversation. Students were asked to answer the following questions as fully as possible:

What kind of movies do you like to watch the most? Why?

What is your favorite book? Why?

Who is your best friend? Why?

Conclusion

Despite the wide variety of the examined issues, the problem of coherent speech development in the process of constructive and artistic activity in 2nd year students in technical institutions remains unsolved: a structured methodical system aimed at the development of coherent speech not only in native language lessons but in other lessons as well, particularly in the process of constructive and artistic activity, is lacking.

Thus, there is an evident contradiction between the modern tendencies in the development of linguistics, psycholinguistics, and linguodidactics that implicate teaching foreign languages on activity and communication basis and the insufficient development of this issue in the theoretical and methodical aspects, particularly the lack of a method for the development of coherent speech in the process of constructive and artistic activity of elementary school students which causes the overall low level of their speaking skills. The results analysis demonstrated the levels of coherent speech development in elementary school students in the process of constructive and artistic activity being insufficient, confirming the relevance of the study of this component of elementary school students' training.

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