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THE PROBLEM OF LINGUISTIC FLUENCY IN A FOREIGN LANGUAGE

Annotation

Fluency in a foreign language is examined from the standpoint of contemporary language didactics. Different meanings of the term "speech fluency" are examined. The characteristics of speaking fluently are discussed in terms of both quantitative (pauses, ability to divide into syntagma, ability to fill and shorten pauses) and qualitative (range of language means used, accuracy of statements, variety of morphological forms and syntactic structures used, lexical economy, metaphorically). Serving as the foundation for the creation of an assessment scale.

Key words: communicative technique, proficiency in speaking, quantitative and qualitative aspects of fluency, rate of speech, pause, speaking speed, and cognitive variables in general.

ПРОБЛЕМА ЛИНГВИСТИЧЕСКОГО ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ

Аннотация

Беглость речи на иностранном языке рассматривается с точки зрения современной дидактики языка. Рассматриваются различные значения термина "беглость речи". Характеристики беглой речи рассматриваются как с точки зрения количественных (паузы, способность к синтагматическому членению, умение заполнять и сокращать паузы), так и качественных (диапазон используемых языковых средств, точность высказываний, разнообразие используемых морфологических форм и синтаксических структур, лексическая экономия, метафоричность). Служит основой для создания оценочной шкалы.

Ключевые слова: коммуникативная техника, владение говорением, количественные и качественные аспекты беглости, темп речи, паузы, скорость речи, когнитивные переменные в целом.

TILSHUNOSLIK NUQTAI NAZARIDAN CHET TILIDA RAVON GAPIRISH MUAMMOLARI

Annotatsiya

Chet tilidagi ravonlik zamonaviy til didaktikasi nuqtai nazaridan ko'rib chiqiladi. "Ravonlik" atamasining turli ma'nolari ko'rib chiqiladi. Ravon nutqning xususiyatlari miqdoriy (pauzalar, sintagmatik bo'linish qobiliyati, pauzalarni to'ldirish va kamaytirish qobiliyati) va sifat jihatidan (ishlatilgan til vositalarining diapazoni, bayonlarning aniqligi, ishlatilgan morfologik shakllar va sintaktik tuzilmalarning xilmaxilligi, leksik iqtisod, metafora) nuqtai nazaridan ko'rib chiqiladi. Baholash shkalasini yaratish uchun asos bo'lib xizmat qiladi.

Kalit so'zlar: kommunikativ texnika, nutqni o'zlashtirish, ravonlikning miqdoriy va sifat jihatdari, nutq tezligi, pauzalar, nutq tezligi, umuman kognitiv o'zgaruvchilar.

Introduction: The role of the first language in foreign language learning is multifaceted and can have both positive and negative influences. On the positive side, the first language (L1) can be a valuable tool in understanding grammatical concepts that are similar between the two languages. Transfer of knowledge can occur where skills and understanding from L1 can be applied to the second language (L2). However, interference from the first language can also pose challenges. For example, it can lead to the formation of incorrect assumptions about the second language's grammar, vocabulary, or pronunciation if the two languages are substantially different. In some instances, learners may need to "unlearn" aspects of their first language to accurately grasp elements of a new language, as seen in the case of an Arabic speaker learning English (Wu & Li, 2019).

The complexity of the relationship between L1 and L2 learning demonstrates the importance of personalized and context-sensitive approaches in foreign language instruction (Chu & Chen, 2014).

One of the problems faced by foreign language learners is translation deformation, when words and expressions from the native language are transferred to a foreign language literally, without taking into account the peculiarities of the language and its linguistic patterns. This can lead to incorrect understanding of a foreign text, as well as errors in communicating in a foreign language.

To successfully overcome the problem of fluency in a foreign language, it is important to pay attention not only to teaching grammatical structures and vocabulary but also to developing the skills of understanding the context and using the language in real-life situations. This will help students and

language learners to achieve a high level of proficiency in a foreign language and successfully communicate in it as a native language.

Materials and methods: Many times, speaking pace and quickness are mistaken for fluency. As correctly observed by R. Schmidt, Swiftness and promptness are not innate to the regulated speaking process since the tempo frequently slows down during a controlled utterance. It slows slower for two reasons: first, the skills are not automated enough; second, even when they are, speech pauses are typically connected more to the substance of the speech than to its form.

Mastering a foreign language to the level of fluency requires the use of innovative techniques such as:

1. Immersion: Total immersion in the language environment by interacting with native speakers, watching movies, reading books, and listening to music in the target language.

2. Mnemotechnic: Using associations to remember words and phrases. For example, creating visual images or stories related to new words.

3. Mobile apps and online resources: Use apps such as Duolingo, Babbel, or Anki, as well as online courses, for regular practice and language learning.

4. tandems and language exchanges: Work with a partner who is a native speaker of the language you are learning and teach each other your native languages.

5. Listening to podcasts and audiobooks: This helps to improve listening comprehension and enriches vocabulary.

6. Emotional Engagement: Studying topics that you find interesting and emotional. This makes the learning process more engaging and memorable.

7. Using contextual learning: Learning words and expressions in context, for example by reading articles, news, or stories in the target language.

These methods will help you master a foreign language faster and more effectively.

Results and discussion: Language fluency techniques with a linguistic aspect play an important role in today's world of globalization. Learning languages is the key to successful communication and understanding of different cultures. To achieve fluency in a foreign language, it is necessary to use innovative techniques that take into account the linguistic features of each language. Effective methodologies should include extensive hands-on learning, active use of various language skills, and constant practice with native speakers. This is the only way to achieve a high level of foreign language proficiency and success in the linguistic field. To successfully overcome the problem of fluency in a foreign language, it is important to pay attention not only to teaching grammatical structures and vocabulary but also to developing the skills of understanding the context and using the language in real-life situations. This will help students and language learners to achieve a high level of proficiency in a foreign language and successfully communicate in it as a native language.

Improving a second language involves various strategies that cater to different aspects of language learning. Here are some general tips to help enhance learners' language skills:

Consistent Practice: Regular use of the language is essential. Engage in speaking, reading, writing, and listening to the language daily if possible.

Immersive Exposure: Surround yourself with the language through media such as movies, television shows, music, podcasts, and radio.

Language Classes: Enroll in classes or find online courses that provide structured learning and opportunities to interact with instructors and peers.

Speaking Partners: Partner with native speakers or other learners for conversation practice. Language exchange meetups or online platforms can facilitate this.

Vocabulary Expansion: Learn new words and phrases regularly, and incorporate them into your conversations and writing.

Grammar Study: Although it may be less exciting, understanding grammar is crucial. Use quality textbooks, online resources, or apps designed to improve grammatical knowledge.

Reading: Read books, articles, and other materials in the second language. Start with simpler texts and gradually move to more complex material.

Writing Exercises: Writing helps solidify language knowledge. Keep a journal, write essays, or even try creative writing in the language you're learning.

Listening Comprehension: Listen to content in the language, starting with material intended for language learners, and slowly transition to native-level content.

Feedback and Correction: Seek feedback on your speaking and writing. Constructive criticism is crucial for identifying and correcting mistakes.

Language-specific Techniques: Some languages may have specific learning tools and resources tailored to them—take advantage of those.

Cultural Learning: Embrace the culture attached to the language as cultural understanding can enhance language comprehension and usage.

Use Memory and Cognitive Strategies: As research suggests, high-ability students often use cognitive strategies effectively. It's important to learn not just through memorization

but also by employing strategies like summarizing, inferring, and association to enhance language retention and usage (Ali & Yunus, 2012).

Optimize your Environment: Customize your environment to facilitate language learning. For example, label objects in your home with their names in the second language.

Everyone's language learning journey is different, so it's important to find the strategies that work best for you and to be patient with your progress. Thus, motivated need and activity are the primary elements influencing fluency in speaking a foreign language. Put another way, the existence of communicative purpose triggers the speaking mechanism. The relationship to activities is crucial. Considering the context of language use guarantees the relationship between a word and a notion. The relationship with the person is another equally important component. It shows up as a word being present in the person's mind and as the fullest possible engagement of all areas of his consciousness.

It's noteworthy to note that, given the length of speech, scholars often view these kinds of pauses—pauses of hesitation—as crucial components of genuine, fluid speech and successful communication. The capacity to make judgments quickly when translating information from one language level into representations at another is a hallmark of fluent speech; yet, the speed of response does not negate the need for constant control over efficient communication. The utterances are congruent with communication aims when they are produced under control. Even if the rate of speech may be slow, this is the challenge of speaking fluently. From the foregoing, we may infer that fluent speaking does not always need rapidity or ease of speech.

According to the fair remark of A. A. Alkhazishvili, fluency shows the extent to which students have automated their response skills in natural communication situations. Fluency is not limited to speaking rate, which often varies from student to student. Fluent speech is speech without pauses, repetitions, etc., which would be unreasonable for the development of reasoning ability. A comparison of existing interpretations of fluency allows us to talk about this phenomenon as a collection of certain abilities [6]. They are determined by the correlation of the speaking skills of the mother tongue and the target language. Fluency shows the development of speaking ability in the target language and characterizes the speech as correct in terms of pronunciation, intonation, grammatical and lexical terms, close to the natural speech of native speakers. When evaluating this indicator, several characteristics are taken into account, which depend on the number and duration of breaks on the one hand, and on the type of breaks on the other. Such characteristics include, first, pauses between semantic fragments of speech; secondly, the ability to divide speech into syntagma; thirdly, we can fill pauses and shorten them.

Knowledge of foreign languages is useful not only professionally, but also for health. It turns out that learning foreign languages makes the brain more active and helps protect it from aging. Scientists have found that elderly people who speak foreign languages have better brain function than those who speak only their native language. Learning foreign languages is a kind of training for the brain, which helps to maintain clarity of thought and the ability to learn in old age. In this case, the level of education of a person plays almost no role. You can have no higher education but know several languages, and your brain will be more active than a person who has graduated from several universities.

Conclusion. All the above points, as shown by the experience of using moral dilemmas in the teaching of foreign language speech, play an important role in the development of fluency in this type of speech. This is explained by the fact that this quality of oral speech is more related to its qualitative than quantitative characteristics.

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