

**METHODOLOGY FOR THE FORMATION AND CONTROL OF FOREIGN
LANGUAGE SPEECH SKILLS THROUGH COP**

Bahriiddinova Gulnara Muhiddinovna

Doctor of philosophy in pedagogical science, Department of Language and Literature, Faculty of Philology, Shakhrisabz State Pedagogical Institute

Annotation. The article talks about methods of formation and control of foreign language speech skills through COP. And it was developed on the basis of a person-oriented approach, taking into account the following general didactic and methodological principles: communication, awareness, feasibility, accessibility and systematicity; the principle of gradual development of skills.

Key words: communication, didactics, computer training programs, foreign language speech, activity, formation, speech material.

Introduction. The content of training for developing foreign language speech skills includes: communication tasks; speech skills—the ability to understand foreign language speech by ear; compensatory and educational skills as the basis for developing speech skills; and linguistic and speech material to be learned. The speech material included in the COP consists of authentic texts based on colloquial speech that meet the methodological requirements for their selection and the technical requirements for their creation and use in the educational process. The methodology for developing and monitoring foreign language speech skills through the comprehensive assessment program is implemented in a teaching model based on the following principles: the adequacy of exercises and tasks to the psychological characteristics of the skills being developed; modularity; and a combination of process-based and result-based approaches to learning. The teaching model includes a system of exercises and a set of tasks aimed at monitoring the development of foreign language listening comprehension skills and technologies for organizing the learning process, which are included in the following modules: ascertaining, procedural, corrective, and result-based. 1 .

In the educational process of students of a non-linguistic university, it served as the basis for the creation of a comprehensive educational program aimed at developing and monitoring the skills of understanding foreign language speech by ear.

This component underlies students' communicative and professional-communicative competence. An integral part of the process of developing speech skills is targeted work on organizing control. In this regard, the nature of control, its structure, and the specifics of its theoretical aspects—functional, substantive, and activity-based—are explored. Targeted development and

Monitoring foreign language skills during foreign language learning through cognitive-learning programs (CLPs) allows for the development of students' foreign language proficiency to reach a higher level. The study confirmed the hypothesis that the development and monitoring of foreign language speech skills through CLPs is quite effective when implemented using the proposed four-module model. The effectiveness of the proposed method is demonstrated by the positive dynamics in the development of foreign language listening comprehension skills, which is confirmed by the reliability of the experimental results.

The proposed teaching model for developing and monitoring foreign language speech skills is aimed at students' mastery of listening comprehension skills. The proposed teaching



model allows for monitoring the development of speech skills and, if ineffective, for adjustments to the learning process.

Speech skills are a component of students' communicative and professional-communicative competencies. The use of authentic materials with audio and video support in the educational process enhances learning motivation and, consequently, promotes the development, enhancement, and strengthening of verbal communication skills. Modern education is undergoing rapid change under the influence of artificial intelligence (AI). Future teachers are faced with the need to master new digital tools, which requires the development of digital competence. As the education system undergoes technological transformation, it is important not only to integrate AI into the educational process but also to teach teachers how to effectively use it in their professional work. However, despite the potential of AI in education, many future teachers experience difficulties mastering the technology. Insufficient preparation, a lack of specialized training programs, and resistance to change become obstacles to developing competence. This leads to a gap between the requirements of the modern educational environment and the level of digital proficiency among graduates of pedagogical universities. The introduction of AI technologies into the training of future teachers can contribute to the development of their competence.

The use of the CAP in the process of teaching foreign languages, the implementation of a comprehensive process-control model as part of the CAP are carried out within the framework of a personality-oriented approach and meet the requirements of the State Educational Standard, curricula and plans.

The summarized results allow us to conclude that the initial hypothesis was confirmed, and possible directions of research in this area are related to the further use of the COP in teaching foreign languages both at the level of conceptual provisions and in terms of practical recommendations. The use of adaptive learning systems, virtual assistants, automated data analysis platforms, and interactive digital environments will not only improve technology proficiency but also create individualized educational pathways for each student. The adaptive learning methodology for future teachers based on artificial intelligence [2] aims to develop the digital competence of future teachers by individualizing the educational process.

Conclusion. The methodology is based on the use of intelligent learning systems that analyze students' knowledge levels, their learning pace, and offer personalized assignments. This approach effectively addresses knowledge gaps, develops work skills, and develops the ability to apply AI to complex topics, offering additional materials and tests. The use of online platforms with algorithms is also envisaged.

On complex topics, they offer additional materials and tests. They also use online platforms with machine learning algorithms that analyze student errors and generate recommendations for correcting them.

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