

FACTORS OF DEVELOPING SPEAKING COMPETENCES IN MOTHER LANGUAGE
LESSONS

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Abstract: Based on modern pedagogical approaches to language teaching in native language classes, the purposeful use of didactic tools and interactive teaching methods provides effective results in developing students' speech skills, such as the structural elements of speech competence: listening, speaking, reading and writing. Developing students' speech in native language classes, teaching them correct pronunciation standards, and expanding their vocabulary are the main tasks of every native language teacher.

Keywords : integrative, competency-based, modular, communicative approaches; reading, speaking, listening and writing skills; speech competence, interactive methods, didactic tools .

Annotation: Na osnove sovremennyx pedagogicheskikh podhodov k obucheniyu zyyky na urokax native language tselenapravlennoe ospolzovanie didakticheskikh sredstv i interaktivnyx methods obucheniya pozvolyaet dat effektivnye rezultati v razvitiu strukturnykh elements rechevoy kompetentnosti uchashchihsya: auditioning, speaking, reading and writing. Osnovnaya zadacha kajdogo uchatelya rodnogo zyyka – razvivat rech uchashchihsya na zanyatiyax po rodnomu zyyku, obuchat ix normam pravilnogo proiznoshenia, rasshiryat ix slovarnyi zapas.

Keywords: integrative, competent, modular, communicative approaches; navyki chteniya, govoreniya, audirovaniya i pisma; speaking competence, interactive methods, didactic means.

Annotation: Targeted use of didactic tools and interactive teaching methods based on modern pedagogical approaches to language teaching in native language classes allows to achieve effective results in the development of structural elements of students' speech competence: listening, speaking, reading and writing. The main task of every native language teacher is to develop students' speech, to teach the rules of correct pronunciation, and to expand their vocabulary in native language classes.

Keywords: integrative, competence, modular, communicative approaches; reading, speaking, listening and writing skills; speech competence, interactive methods, didactic tools.

Introduction. In the era of A person expresses his thoughts, feelings, desires through speech and understands the thoughts, feelings, desires of others. Speech is oral and written. Oral speech is a regular conversational speech, which is more related to intonation and various spelling and punctuation marks. It almost does not use complex grammatical devices and compound sentences. Writing a written speech is a more complex process, which requires the student to build a sentence that is grammatically and semantically correct, to use each word correctly in its place, to observe spelling and punctuation marks. First of all, it should be noted that all academic subjects taught at school are aimed at working on the student's speech. The subject of the native language is considered the most basic and important among them. As the student's knowledge and worldview develop, his speech and thinking also grow steadily. A fluent, concise, and effective speech gives pleasure to the listener. One of the main tasks of the school is to teach its students to speak in this

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-10

way. The task of school teachers, primarily the native language teacher, is to prevent defects in the speech of students, to cleanse their speech from the influence of dialect and various words, and to teach them to speak in accordance with the norms of the literary language.

The content and methods of teaching the mother tongue should help students acquire thorough knowledge, skills and qualifications in the amount required by the program. The main task of teaching the mother tongue is to develop speech competence aimed at thinking as a student, understanding the opinions of others, and being able to express one's thoughts competently in oral and written form, to form and develop grammatical knowledge (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts) in students, and to form linguistic competencies aimed at developing the skills of speaking correctly and fluently what they have read, seen, and heard, making effective use of the wide possibilities of the mother tongue. The curriculum of the mother tongue is based on the requirements of the National Curriculum aimed at forming competencies in students. The curriculum aims to develop students' verbal and linguistic competencies in science and elements of basic competencies. In primary education, it is aimed at ensuring students' literacy and forming adherence to the norms of literary speech in oral and written speech.

Speech competence (listening, speaking, reading, writing): within the framework of the topic, the student can listen and understand the teacher's speech and simple audio (multimedia applications) texts and assignments, can enter into a conversation with the help of the teacher based on the pictures he has seen and the text he has read, can use new words acquired during the speech process in oral speech. Can describe the structure of speech and text from sentences, the structure of a text from sentences connected by content; differentiates sentences expressing people's feelings and emotions according to their content, can read and distinguish them according to the period, question mark and exclamation mark at the end, can read fluently and expressively while observing the tone of the sentence; can start a sentence with a capital letter, can compose and write sentences according to pictures, can connect letters to each other, copy letters, and write according to the model, following the rules of spelling and calligraphy. Can write answers to questions within a topic, can write a dictation of 15-20 words. Linguistic competence: can pronounce speech sounds correctly in the Uzbek language, can follow the rules of syllabification of words while observing the pronunciation standards, can use words related to the topic in oral and written speech, can use punctuation marks correctly. Elements of subject-related competence developed in students. Students' speech competencies are honed during their speech activities in all linguistic communities in which they exist, that is, in their family, among their peers, and in social environments, because the student, in turn, takes the position of both speaker and listener, participates in questions and answers as an active participant in the process, expresses reactions, and feels the need to fully use his or her vocabulary to defend his or her opinions. This situation creates the opportunity for the student to practically use the words he or she has learned from wise sayings, proverbs, and stories, having heard and read them.

The structural elements of listening, speaking, reading and writing that make up speech competence are closely related speech processes that require and complement each other in students, each of which is distinguished by its importance for the development of speech activity.

In general secondary education, students' speech competences are developed systematically and continuously from the initial stages of teaching, based on grammatical rules related to language levels and exercises and tasks to strengthen them in accordance with the plan. Students' speech

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-10

competences are also developed in native language lessons. In the current rapidly developing information age, the complex development of students' listening, speaking, reading and writing speech skills using modern approaches, interactive methods and modern didactic tools in the language teaching system is a requirement of the present time. From this point of view, in practice, the Mother Tongue is aimed at developing students' speech competencies. It is recommended that the system of teaching methods and didactic tools used in the lessons have the following content: - theoretical information provided on the development of students' speech competencies; - a system of exercises and tasks that develop students' reading comprehension skills and competencies; - a system of exercises and tasks that develop students' listening comprehension skills and competencies; - a system of exercises and tasks that develop students' speaking skills and competencies; - a system of exercises and tasks that develop students' writing skills and competencies; - a system of exercises and tasks related to working with the text and text in developing students' speech competencies; - a system of pictorial exercises and tasks in developing students' speech competencies.

Therefore, teaching students to assimilate and apply the functional content of the structural elements of speech competence in native language lessons serves to ensure their active participation in communicative communication in society and in oral and written communication processes.

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