

## THE IMPORTANCE OF TEXT IN DEVELOPING CONNECTED SPEECH

*Rajapova Kumush Masharipovna*  
*Karakalpak State University*

---

### Abstract

This article is about working on the text in mother tongue classes. At the same time, information is provided on practical and creative work carried out in the process of working on the text. At the same time, opinions were expressed about the importance of the text in the development of oral and written speech of students. In the article, some points that should be paid attention to while working on the text, as well as opinions on some criteria of acquired knowledge, skills, qualifications, and examples of completed work are given.

**Keywords:** connected speech, stable combinations, knowledge, competence, skill, text, descriptive text, narrative text, narrative text, descriptive text, reasoning text, linguistic tools, lexical tools.

---

If every person in the society learns his mother tongue thoroughly, his intelligence, consciousness and general cultural level will increase. Only a person who can easily use the wide possibilities of his language in oral and written speech can take a bold step to master the basics of other sciences. A student who has the ability to use oral and written speech can work as a specialist in production and social life in the future. The knowledge he learned from his native language, the skills of reading and writing correctly, the art of speaking correctly and beautifully, the skills of expressing the product of creative thought in accordance with the speech conditions, and the skills of working with working papers will be useful for an independent life.

The first step in developing students' oral and written speech begins with increasing their vocabulary. At the same time, he will have independent abilities. According to the requirements provided by the Law "On Education" and the "National Personnel Training Program", the most important task is to form students' ability to think independently. Because independent thinking forms the skills of creative approach to events, making logically correct sentences, free expression of one's opinion.

So, the main task of the teaching process at school, mainly mother tongue education, is to develop students' speaking skills, to teach them to express their thoughts in a logically coherent and stylistically literate manner.

The main goal of mother tongue education in general secondary schools is to increase the level of communicative literacy of students, to direct them to independent and creative thinking, to express their thoughts correctly, clearly and appropriately. While teaching, one of the reliable factors of its implementation is the development of an effective technology of text creation, its consistent introduction into the educational practice, the growth of vocabulary, and the formation of speaking skills. Through these factors, it is necessary to create a system of skills and qualifications that improve speech culture.

Problems such as the use of acceptable methods and forms of teaching students to work on artistic texts at different stages of school literary education, in the process of educating artistic-aesthetic understanding and pleasure, teaching them to read, as well as teaching students manners through texts moral education is one of the main tasks of today's mother tongue education. In the course of the lesson,

the teacher can achieve good results if he follows the following in the process of creating a text and working on the text.

Regardless of the way in which thoughts are expressed when creating a text, the reader must first of all understand what and why to talk and write, i.e., the purpose. Depending on the purpose, the topic of the text to be composed is determined and the type is determined. The text can be narrative, that is, it can provide information about something, tell a story or explain the details of an event. Or the text can be descriptive, that is, something (event, person, event) can be described in it. Based on this, the type of the text to be created is determined, that is, it is determined whether it will be a text of narrative, descriptive, descriptive or opinion type. The fact is that each of these text types uses its own linguistic and lexical tools. The introduction, main and conclusion parts of each of them will have different characteristics. Students can learn to express their thoughts literately and correctly only if they learn these features. It is very important to express the ideas logically in the text. Absurdities in some texts often result from the presence of an idea that does not correspond to the coherence and logic of thoughts or contradicts them, as well as from cases of deviating from the topic. Therefore, it is necessary to teach students the rules of logic and to teach them how to express their thoughts logically and sequentially in the form of a text.

Students should be trained regularly in order to accustom them to follow all the rules of the language when expressing their thoughts in the form of text and to develop the necessary skills in this regard. In the course of the lesson, it is possible to organize text composition and work on the text in different ways. For example: after passing the "Famous horse" topic in the 6th grade, it would be appropriate to ask him to write a short text on the topic "Alisher's childhood". Based on their knowledge of literature, students will compose a text on this topic within 10-12 minutes, and then they can be assigned to find famous nouns in the text. Names such as Lutfiy, Alisher Navoi, Herat, Ghiyaziddin Kikhiny, Farididdin Attar, Mantiq ut-Tayr are identified in the text. Through the texts on this topic, first of all, we can bring the child into the lives of historical figures and give them spiritual education. At the same time, we connect our lesson with the literature lesson. In addition, giving 4-5 words that have nothing to do with each other during the lesson or as a homework assignment and creating a text based on these words also gives a good result. In this case, a coherent event must be expressed or a story described in the written text. In addition, you can make it a task to find a title for this text. For example, you can give words like mountain, dad, student. Students will compose a concise and interesting text in 10-12 minutes.

It is also very desirable to create texts that make you think deeply. In this case, giving an interesting topic or starting the text interestingly in the style of an event and leaving the students to continue it is also a good result. It is possible to test their thinking ability by giving texts on this topic in each class. For example, creating a text on topics such as "Ezoza was happy...", "Today's sports competition...", "Grandpa Sabir's story...", "Everyone was surprised..." will give good results. Texts on this topic will certainly interest students. At the same time, such logically structured small stories or texts serve as the main source for the growth of students' written and oral speech. At the same time, it helps students to be quick-thinking, quick-witted, and eloquent.

The main goal of mother tongue education is to bring the young generation to maturity. In the process of teaching the mother tongue, students are instilled with positive emotions such as love for the motherland, love for nature, respect for the people around them, respect, kindness, fairness, and to approach one's work with love and loyalty.

In native language lessons, the main attention should be focused on independent and consistent expression of students' creative thoughts, increasing vocabulary and forming text creation skills.

The student needs to work independently and creatively in each session, use the available opportunities of the language effectively, increase his vocabulary, use the meaning of the word and stable units in the language in speech according to their essence, acquire the skill of speaking fluently and clearly.

In short, by composing a text, a child becomes a fluent speaker, a beautiful thinker and an eloquent person. At the same time, he is brought up spiritually perfect.

**References:**

1. Ne'matov H, G'ulomov A., Ziyodova T. "O'quvchilar so'z boyligini oshirish". O'qituvchilar uchun metodik qo'llanma. –T.: O'qituvchi,1996-yil .
2. O'zbek maktablarida ona tili o'qitish Konsepsiyasi. –T., 1993yil -.
3. S. Ahmedova, R. Qo'chqorov, Sh. Rizaev. «Adabiyot» 6-sinflar uchun darslik Toshkent «Ma'naviyat» 2017 -yil
4. A.G'ulomov, N. Ne'matov «Ona tilidan ta'lim mazmuni» Toshkent «O'qituvchi» 1995 - yil.
5. T. Ziyodova «Matn yaratish texnologiyasi». Toshkent «Fan» 2007 - yil.