

## Development of Oral and Written Speech of Students through Interactive Technologies

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### ANNOTATION

*The article focuses on the development of students' spoken and written language in secondary schools and their communication with each other. Also, in the lessons of Karakalpak language and literature, the most effective methods of determining the knowledge of students were discussed. Virtual education technologies, open educational resources, educational technologies, education management systems are effectively used to provide quality education, improve education methods for assessing learning outcomes.*

The use of interactive technologies in the lessons of the Karakalpak language and literature increases the ability of students to develop, freely express their thoughts and diligence. Well-known methodologists M.Ochilov, N.Saidakhmedov, U.K.Tolipov, M.Usmonboeva, T.Madumarov, M.Kamoldinov, K.A.Yusupov and others expressed their opinions on interactive teaching methods. The scientific novelty of the research work: in teaching of the Karakalpak language and literature in V-IX grades of secondary schools, oral and written speech of students, forms of education focused on the cooperation between teachers and students was improved; in providing the integration of communication with other subjects in a classroom to test knowledge and skills of students in the Karakalpak language and literature in grades V-IX; provide an improvement of cognitive, reflexive technologies, motivations of students, work on literary texts.

Theoretical ideas about the Karakalpak language and Karakalpak literature, skills of working with artistic text, creative competencies and its results among students of grades 5-9 were improved on the basis of dictation, presentations and essays; pedagogical proposals and recommendations were developed to improve the process of teaching the Karakalpak language and Karakalpak literature in grades V-IX of secondary schools in the Republic of Karakalpakstan. Implementation of the research results. Scientific results achieved by the methodology of the development of oral and written speech of students in teaching the Karakalpak language and literature in the V-IX grades of secondary schools of the Republic of Karakalpakstan: In grades V-IX, the development of oral and written speech of students took into account the theoretical foundations of the organization of modern lessons and proposals related to the practical application of innovative technologies As a result, the

oral and written speech of students, forms of education focused on the cooperation of teachers and students in the teaching of the Karakalpak language and literature in grades V-IX have been improved.

The integration of communication with other subjects in the classroom was introduced to test the knowledge and skills of students in the Karakalpak language and literature in grades V-IX. The integration is based on work on cognitive, reflexive technologies, student motivation, and artistic texts. As a result, the content of the methodology for the development of oral and written speech of students in teaching the Karakalpak language and literature in grades V-IX has been improved.

Relevant proposals and instructions on the development of oral and written speech of students, their motivation and communicative competence in teaching the Karakalpak language and literature in grades V-IX of general secondary schools have been introduced into the state educational standards of subjects "Karakalpak language", "Karakalpak literature", "Methods of teaching the Karakalpak language and literature" (reference of the National Center for Training Teachers on New methods of the Republic of Karakalpakstan of the Ministry of Public Education of the Republic of Uzbekistan No. 01/02-165-12U dated August 22, 2022). As a result, it became possible to increase the level of knowledge and professional competence of teachers of the Karakalpak language and literature, students of retraining and advanced training courses for teachers.

The use of interactive methods in the study in grades 5-9 of such works as "In boarding school" by N.Daukaraev, "The Dream of Simplicity" by I.Yusupov, "How many cranes have gone" by Sh.Seitova, "Envious" Vol.Kabulova develops written and oral speech of students. The use of the "round table" method in the study of I.Yusupov's "Dream of Space" in the 6th grade, the "Brainstorming" method in the study of "How many departed cranes" Sh.Seitova in the 6th grade, technology "Cluster" in the study of the work "In the boarding school" N.Daukaraeva in the 7th grade, "Boomerang" technology in the study of the work "Envious" T.Kabulova in the 9th grade increases interest in the subject, the ability to freely express thoughts, to develop oral and written speech.

In the course of the research, by studying and analyzing theoretical and methodological literature on the topic, observing lessons, conducting questions and answers, conversations with students, studying previous work experience, methods of conducting control work, developing the culture of oral and written speech of students and improving their thinking abilities, setting methodological requirements in speech, using interactive technologies on during the lessons of the Karakalpak language and literature, students' thinking abilities and speech competence will be increased. Interactive methods, technological trainings that contribute to improving learning outcomes, help students develop creativity, free thinking, develop abilities, become mature specialists, and cultivate the necessary qualities.

In the second chapter of the dissertation, which is called "Improving the creative competence of students through writing," such methodological issues as improving the creative competence of students and the development of oral speech in teaching artistic works, improving the written speech of students through writing written works, as well as assessing the knowledge, skills and abilities of students are investigated.

In the first paragraph of the second chapter, which is called "Improving the creative competence and the development of oral speech of students when teaching artistic works", the issue of literary competence in the teaching methodology of the Karakalpak language and literature is considered. The opinions of such scientists as A.Abbasova, T.Y.Usha, Y.H.Abbas, F.B.Gainullina, T.A.Graf, D.E.Rosenthal, H.Ibragimov, K.A.Yusupov are given on this issue. Based on the opinions of methodologists, we can give the following definition of this term. Literary competence is the ability to apply the knowledge, skills and abilities acquired in the field of literature to events and incidents encountered in everyday life, to understand literary innovations, to critically analyze and evaluate works of art based on literary information.

Students of grades V-IX should master all the techniques of discussing works of art. Previously, the teacher of Karakalpak literature determines the semantic and ideological orientation of the works of art presented in the program, then during the discussion the content of the work, its events, and the images of the characters are revealed. The work examines the image of the lyrical hero by discussing these issues. The interest of students is visible. Students develop their creative competence by analyzing the work. As a result, they acquire good spiritual, patriotic, humane and aesthetic qualities.

In the second paragraph of the second chapter of the dissertation entitled "Improving students' written speech by writing dictations, expositions and essays", widely used methods aimed at developing students' communication skills, thinking and creative abilities were investigated. Improving speech also has a strong influence on thinking. Along with enriching the vocabulary of students, teaching new words, improving the rules of spelling words, improving the work performed on the basis of the studied orthograms, developing their written speech, memorization, attention, contributing to an increase in the ability to understand, it is necessary to take a leading role in the influence of age characteristics, individual characteristics of development.

Dictation plays an important role in improving the written language of students. During the dictation work, students' knowledge and skills will be strengthened, their written literacy will be determined. Through conducting dictation on the subject of the Karakalpak language, students master spelling rules, punctuation well, develop vocabulary. On the basis of dictation work, students are taught to write correctly, consolidate their knowledge of their native language, find out how well they have mastered it, improve students' lexical and stylistic skills, speech, enrich vocabulary.

Students of grades 5-9 have such types of dictation as explanatory dictation, preventive dictation, selective dictation, free dictation, creative dictation, vocabulary dictation, test (control) dictation.

Types of dictation Explanatory dictation Preliminary dictation Selective dictation Free dictation Creative dictation Dictionary dictation Test dictation Punctuation is an integral and important part of teaching your native language. It is necessary to correctly place punctuation marks in their appropriate places in the development of oral and written speech of the student and the formation of creative skills at the appropriate level, based on theoretical information about the structure of the native language, its practical completeness, and correct use.

In the scientific and methodological literature, well-known scientists express different opinions on the problem of determining the basic principles of punctuation. Famous methodologists R.Z.Gainutdinov, B.L.Wolfson, O.Y.Bogdanova, V.I.Zhuravlev, B.G.Bobylev, I.V.Shcherbakova, E.A.Volchenkov, E.Berdimuratov, K.Pirniyazov and others expressed their opinion on this issue in their methodological works. Teaching punctuation at school contributes to the development of oral and written speech of students.

In order to conduct written work and increase creative competence, the following requirements are put forward to students:

1. Every word, every thought of a student should be meaningful and serve his purpose.
2. In the written work, the student's opinion should be expressed clearly and interestingly, conciseness and consistency should be observed in the work.
3. Special attention should be paid to making a certain conclusion based on these points.

Auxiliary written works serve as the basis for presentation and composition. In most cases, work is carried out on the study of literary texts. The main purpose of such written work is to increase the vocabulary of students and direct them to work on the book. For auxiliary written work, the text is prepared, literary materials are selected, such works as quoting facts, examples, books, quotations from the text are carried out, thoughts are recorded in sequence based on the plan, thesis, context.

Expositions and essays play a leading role in improving the written language of students. Of particular importance in improving the creative competence of students is that the written work is

aimed at direct practice. Methodological works of S. Akhmetov, A. Pakhratdinov and K. A. Yusupov were created according to the methodology of the presentations.

The presentation is mainly conducted in grades V-IX. Not all materials selected for presentation are the same. The main part of the text, the main facts are written in the presentation. When choosing a topic, idea, composition and features of the word of the main text, students develop written speech, they learn techniques for revealing the topic and idea, and they develop skills for creating different types of text (description, exposition, analysis). Special preparation for presentation affects the enrichment of the vocabulary of students, improves the ability to write correctly, and teaches the appropriate use of vocabulary, depending on the situation.

The presentation is classified in three directions:

- for the purpose of conducting (training and testing);
- by type of text (descriptive, descriptive, analyzing);
- According to the method of reformulation (full, abbreviated, selective, and creative).

In the full presentation, the content is completely reformulated, while the type, compositional structure and verbal characteristics of the source text are preserved.

A presentation written according to a properly planned plan will give good results, and working according to the plan is of great importance.

There are two types of plan: simple and structural. The main purpose of the presentation is for students to clearly describe their opinion in writing. Therefore, the teacher should make sure that the read text is completely preserved in the student's memory; he should be able to describe it in writing.

Achieving full participation of students in the writing of the presentation should be one of the main tasks. When analyzing the presentation of students, special attention should be paid to the fact that students were able to fully write the content of the text, the correct structure of the plan, the structure of the work, the presence of spelling and punctuation errors.

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