

Work on Educational Tasks that Develop Speech Competence

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ABSTRACT

The article reflects on the methodology of work on educational tasks that develop speech competence, in general, on the specifics of educational tasks, types, speech skills and qualifications that a student should master when teaching his native language, competencies. Scientific and methodological, pedagogical and psychological features of the development of speech competence are also revealed.

Competency approaches are being put into practice in mother tongue education. It is appropriate to consider the issue of communicative development from the point of view of the socialization of each child, that is, from the point of view of the development of communication skills with adults among peers. The success of formation of speaking ability depends on motivational factors and the level of formation of general educational skills of the student. Humboldt, the founder of the science of linguistics, believes that speech occurs as a product of language¹, And Saussure showed that language is realized through speech. Saussure emphasizes that language as a social phenomenon is a possibility, and speech as an emergent phenomenon is the use of language means of expression.²

The term "competence" was used for the first time in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to fit something", "to be compatible". Today, this word means more "universal, that is, a set of general features and requirements suitable for everyone." These competencies are directed to the fulfillment of necessary tasks within the scope of various specialties. Naum Chomsky (English), himself a linguist and psychologist, interprets this term as an intuitive knowledge of language in his book *Syntactic Structures*. This intuitiveness serves as a basis for the individual to master the native language and enables him to distinguish correct sentences from incorrect sentences. Therefore, in N. Chomsky's classification,

¹Гумбольдт В. О мышлении и речи // В. Гумбольдт. Избранные труды по языкознанию. — М.: Прогресс, 1984.

² Соссюр Ф. Труды по языкознанию. М., Прогресс, 1977. С. 52—53.

"competence" is a set of characteristics attributed to language, and it means a set of individual characteristics necessary to understand the linguistic essence of the language³.

Speech appears in the process of movement of speech organs. The means of expression of language, which is a mental phenomenon, become reality when it becomes available to speech. So, speech consists of the product of speech activity, entering into a certain form.⁴ "...to make a good speech, it is necessary to use the cooperation of the sciences of language, language, and logic. It is impossible not to pay attention to one of them, the violation of the rule of one of them will not affect the other two".⁵

Among the psychological conditions affecting the level of formation of the language carrier, linguistic ability is of particular importance. The formation of speech in a person is not limited only to the process of school education, but continues throughout the entire conscious life of a person.

The formation of speech skills in mother tongue education also depends on psychological factors, in which speech skills are continuous intellectual development: mental processes (memory - visual and auditory, thinking - abstract and figurative, observation, imagination - reproductive and creative);

- the spiritual wealth of a person - includes such things as continuous spiritual development, moral standards, first of all, compliance with the standards of communication.

This is both a didactic and a psychological (spiritual) process, for example, according to the psychologist M. Nepp, a child begins to master the grammar of his native language at the age of 2-3, because he understands the speech of other people, and the objective laws encoded in the combination of words and the structure of sentences through intuition, accepts the experience of many ancestors. Along with the development of speech in the human mind, an internal plan of possible actions is created in the mind, models of actions to be implemented in a specific situation are created⁶.

The analysis of the psychological studies of L.S.Vgotsky, I.Ya.Zimnyaya, A.A.Leontev, S.L.Rubinstein allows us to talk about the fact that the success of forming a language carrier depends on the level of communicative development of the native language. According to I.Ya.Zimnyaya, "Communicative development of the mother tongue" should be considered as a complex multifaceted phenomenon:

- amount of vocabulary (lexical minimum);
- skill level of acquiring speech skills;
- the ability to express one's opinion in a coherent manner, the ability to adequately respond to the replies of the interlocutor, the level of knowledge of forms of oral communication that have the indicators of reacting to what they hear;
- level of text reading speed;
- level of formation of written speech skills;
- level of formation of cognitive interests;
- level of general outlook.⁷

3 Хомский Н. О природе и языке. М., 2005. –С. 52

4 С. Усмонов. Умумий тилшунослик. Тошкент, 1972, 144 бет.

5 Беруний. Танланган асарлар, N1 том, 64 бет. Кейинги кўчнрмалар хзм ўша асарнинг 64 бетидан олинди.

6 Нэпп М., Холл Д. Невербальное общение. Мимика, жесты, движения, позы и их значения –М., 2007. –512 с.

7 Зимняя И.А. Личностно-деятельностный подход в обучении как фактор гуманизации образования //

Competencies required for communication include:

- language competence;
- speech competence;
- pragmatic competence;
- communicative competence.

The implementation of these requirements, the formation of competencies, certainly requires the development of a system of special educational tasks in language education. This, in turn, requires studying the advantages of cognitive-pragmatic education, which allows for the expression of ideas suitable for different speech situations, serves for the effectiveness of mutual communication.

Pragmatism is a philosophical-pedagogical trend that advocates bringing education closer to life and practical achievement of educational goals. Developed by Dewey.⁸

According to him, it is not a means of preparing a person for life, it is life itself. Education should unite people, educate young people in the spirit of social peace and harmony. According to D. Dewey, education is a decisive tool for improving the social environment and changing the type of society without revolutionary changes. The American School of Descriptive Linguistics was able to demonstrate the need for pragmatic education and to propose educational goals that fit the development and interests of the general population.

Today, the priority of developing practical speech skills in language education, the inclusion of pragmatic competence in the composition of speech competences, starting from school education, students have the ability to speak in accordance with the speech situation, to become a participant in dialogue, polylogues, to engage in polemics with interlocutors and to justify their opinion. requires training.⁹

Teaching a word that performs denotative and connotative functions as a basic language unit is the primary task of mother tongue education to teach the student to understand its meaning and to use it correctly in speech situations.

However, this is not enough. The next task of language education is to be able to convey one's thoughts to the speaker in a complete and understandable way by adding learned words, and at the same time to understand the content of the thoughts expressed by the interlocutor.

It is known that each lesson is aimed at achieving three goals: teaching, educating and developing. In mother tongue education, development of grammatical knowledge was mainly envisaged. It is true that there is no lesson or textbook without grammar, but it should be in moderation. It is necessary not to turn language learning into a complex process, to pay special attention to such skills, to investigate why the knowledge of native language teachers is undervalued, because knowledge, skills and competencies may be measured incorrectly. The school teacher is not asked about the theory of language - laws, in fact even scientists know only a small branch of linguistics. It is wrong, of course, to require a teacher to know all areas of linguistics.

Grammar is not rules, transition to working with the text in the native language, creating a system of questions and tasks that lead to understanding the meaning of the word in the text, pronunciation and writing, what the author of the text actually wants to say, ensures the reader's

Русский язык за рубежом. 1991. -№ 3. - С. 91-95.

⁸ Джон Дьюи. Общество и его проблемы John Dewey. The Public and its Problems. Denver, 1927. / Дж. Дьюи. Общество и его проблемы – Перевод с английского: И. И. Мюрберг, А. Б. Толстов, Е. Н. Косилова. – М., 2002.

⁹ Компетенцион ёндашувга асосланган Давлат таълим стандарти. – Тошкент. 2017.

love for literature, the content of texts specific to different speech situations, the necessary information understands, feels the expressive possibilities of the mother tongue.

Taking into account the admission of children who speak their mother tongue to the primary class of the school, and their easy listening comprehension, the skills to be formed from level 0 will be only reading and writing. In higher grades, this is not a problem either, because by the 5th grade, a student will have a certain level of speaking, reading, listening comprehension, and writing skills.¹⁰

Listening comprehension, reading comprehension, speaking and writing skills can serve as a basis for teaching a foreign language, because Uzbek students do not have these skills in Russian or English, they acquire them during the lesson. But there is also the problem of identifying the speaking skills that students should acquire in mother tongue education today. Today, speaking requirements for teaching a foreign language are applied even in the mother tongue, but it does not give the expected effect, in our opinion. As a carrier of the language, the student who can hear and understand, can read, speak, and write can understand the message, information (audio, video song, poem, ghazal, question) that he just heard; understand the content of the read text; on the basis of the received information, it is necessary to set requirements to speak fluently in literary language and write down one's attitude in a meaningful way (essay). Development of such skills requires a serious reform of educational tasks. Educational tasks, which are one of the smallest elements of the methodology, are one of the important levers that lead mother tongue education to the right path.

Below are examples of educational tasks that are still used in mother tongue education:

- Identifying the consonants in the given sentence.
- In which sentences are back consonants used?

The methodology of international language teaching, the educational tasks used in language education in international studies serve to develop the necessary speaking skills and competencies in the student, and most importantly, they are distinguished by the ease of assessment:

1. Pronouncing the given words.
2. Filling in the blank boxes with words.

International assessment programs mainly test students' reading literacy, with all tasks being text-based:

- Identify the most important word in the text.
- Give an aphorism or proverb suitable for the content of the text.
- Tell the hidden purpose of the author in the text.
- What is the most important sentence in the text?
- Express the author's idea, the content of the text in one sentence.

However, the issue of improvement of direct educational tasks has not been studied as a separate research object. Our analysis shows that reforms in mother tongue education depend to a large extent on how the educational tasks are set. Designing educational tasks specifically for the development of comprehension, understanding, speaking and essay skills, directing the questions that will make the student think, clarify his opinion, and develop his worldview will lead the education of the mother tongue in the direction we want.

¹⁰ Ҳамроев Ф. Она тилидан ўқув топшириқлари тузиш методикаси. –Тошкент. Донишманд зиёси. 2021. 156 б.

The smooth and complete formation of speech competence in students directly depends on the educational tasks, if the exercises and tasks created for the lessons and textbooks provide for the systematic development of the student's speaking, listening, understanding and writing skills at the same time, then the development of speech competence can be achieved.

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