



Practical Application of Methodological Recommendations for the Development of Speech Skills in the Native Language

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Annotation: the article discusses the application of methodological recommendations for the development of speech skills in practice, the organization of exercises for memorizing prose texts that have didactic significance for a student in order to teach him to speak fluently and expressively, the organization of exercises for reciting by heart, the analysis of the existing state of students' speech skills.

Keywords: experience test, experience selection, speaking, text, wise word, phrase, proverb, phonetic exercises, syntactic exercises and tasks, linguistic exercises and tasks, formative experience.

Introduction.

If the student wants to be successful in any field in his future life, he will definitely get it through his speech. As he is active in social life, it becomes necessary for him to have the skills to communicate with the team, convey his opinion to many people, report, and invite. In this sense, starting from secondary schools, the development of students' speaking skills is one of the main issues. At the general secondary level of the educational system, the main task of today's education is to form the skills of students to work independently on the basis of the subject of their native language, to express their thoughts fluently and effectively in oral and written forms. After all, special importance is required to educate students as enlightened, in a word, well-rounded individuals.

Material and methods.

F.I. Buslaev writes in this regard: "The first and most important thing is to develop the practical ability to understand what is expressed by the forms of speech and to use them correctly, that is, as the educated people say, through oral and written exercises, the student will learn the speech forms characteristic of conversation and writing. we easily form the skill of understanding" [2, 56-59] .

The most important issue today is to bring mother tongue education closer to life, to strengthen its practical importance. The linguistic landscape of the world and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value and not as a mere subject, students will develop self-reflection and national pride. Then students will be more interested in learning their mother tongue. Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of educational tasks of a pragmatic nature. In mother tongue classes, students learn the rules of the language based on questions and assignments. The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In the classes of the mother tongue, they are not only taught to understand, understand, speak, and write essays, but also make sure that the mother tongue is a living and natural language if they are



directed to educational literature through assignments [4, pp. 12-13].

In this process, it is important to emphasize the importance of the young generation having knowledge, skills and abilities suitable for the development of society. In particular, the formation of the science of the mother tongue, in particular, literary pronunciation, as a skill in secondary school students, as well as teaching them to think independently and creatively, and to increase vocabulary, which is the basis of attractive oral and written speech, is the content and purpose of today's mother tongue education. Its implementation also poses the problem of using modern pedagogical technology and creating innovative projects for mother tongue education.

From this point of view, in the system of important issues that should be researched in general secondary education, on the basis of educational materials related to the teaching of vowel sounds in students, the development of a system for the formation and improvement of the pedagogical skills of independent, creative thinking and correct and fluent expression of one's opinion in accordance with the conditions of speech, and its implementation introducing new methodological approaches and testing them in practice is an important pedagogical problem.

1. Preparatory stage. This experimental test is the most productive method of scientific research, it determines the level of effectiveness of the idea born in the process of observations, the presented recommendation and the developed educational tasks.

The main goal of the experimental work is to form literary pronunciation as a skill for teaching students to learn the subject of their native language, in particular, to speak, as well as to teach them to think independently and creatively, to study the didactic possibilities of forming the skill of increasing vocabulary, which is the basis of attractive oral and written speech, and development of scientific and methodical recommendations for applying modern methods to this process.

During the experiment, students' ability to learn textbook materials was determined, and in this process, the levels of professional-pedagogical preparation of teachers of the mother tongue subject for explaining the section on teaching vowels were determined. Students' knowledge levels were determined based on the questionnaire, presented text and topics. The following will also be known:

- students' literary pronunciation skills were determined;
- achievements and shortcomings in the use of textbooks and other visual aids in the teaching of the teachers' native language classes, in particular, the phonetics department, were identified;
- questionnaire-answers were conducted in order to determine the students' attitude towards interesting, non-traditional, creative research-based exercises and assignments and to summarize their opinions.

2. The methods, forms and means of eliminating the shortcomings identified in the emphatic experiment-test stage were determined, and the method of formation of literary pronunciation and spelling skills in students was developed based on exercises and assignments for teaching vowel sounds based on interesting, non-traditional creative research in grades 5-11.

Tasks on teaching vowel sounds based on creative research, through phonetic exercises, first of all, the student will be able to pronounce each speech sound correctly, be able to write it correctly, be able to read prose and poetic texts expressively, and be able to meaningfully express his personal opinion about the problem in oral and written form. attention was drawn. After all, skill formation in the student is one of the most urgent and important pedagogical problems today. Therefore, it is necessary to form the skills of the students of the 5th-11th grades to use the product of creative thought correctly in the speech situation through the lessons of their mother tongue.



In the course of experimental work, the following scientific hypothesis was tested and proved:

- formation of students' speaking skills by working with the text;
- the process of teaching literary pronunciation was specially researched, its shortcomings, their causes were identified, ways and factors of their elimination were developed;
- the importance and didactic possibilities of teaching the sounds with difficult pronunciation and spelling were understood and implemented methodically correctly;
- the content, form, methods and means of teaching students to speak were developed;
- scientific-methodical recommendations aimed at developing students' ability to make an effective speech, to express their opinion correctly and fluently in various forms, and the level of effectiveness were determined.

3. The following tasks were performed in order to realize the purpose of the work at the formative experiment-test stage:

- teachers were introduced to the developed scientific-methodical recommendations;
- the developed scientific and methodical recommendations were fully implemented in the teaching process;
- the scientific and methodical recommendations developed according to the obtained results were improved.
- Unexplained aspects of formation of speaking skills, vocabulary enrichment, independent work skills among students of 5-11th grade were identified and recommendations were given that could be material for future scientific research.

K. Mavlonova has developed educational tasks that develop the skills of working on the most complex text, reading it, understanding it and, most importantly, creating a text in accordance with today's approaches to mother tongue education, integrating it with the science of literature [3].

The results of this research can also be used. In the first days of the experiment, written work is taken from both the control classes and the experimental classes. It turned out that both groups have almost the same level of learning. Topics such as "About trust", "Saving water", "Recommendation to friends" are given, and 30 minutes of preparation time is set.

During the experiment-testing process in the general education school, the following shortcomings were found in the students' speech:

- the speech consists of dry words and does not use other artistic and figurative expressions;
- the elements of the local dialect are noticeable in his oral speech;
- in written speech, there are mainly errors in the spelling of letters [o']-[u], [x]-[h], and [i]-[e];
- it was noticed that the students' vocabulary does not meet the speech requirement. In fact, if a person has a poor vocabulary, he will make many stylistic mistakes in his speech.

"A variety of exercises are provided for each topic, which help to develop the necessary practical skills in this field in learning to write and pronounce correctly and to use different styles of written speech correctly and appropriately"[1]

It is well known that teachers have a great influence on the formation of literary pronunciation and speaking skills in students. In general, how to organize a lesson depends on the qualifications of the teacher. One of the problems related to the teaching of vowel sounds in secondary schools also



affects school teachers. In the course of the experiment, it was found that some teachers do not have a clear idea of what the main goal of mother tongue education is. Even experienced teachers are able to organize the lesson interactively and interestingly using various modern methods, but they are not able to give students the necessary skills and competences in the subject of the mother tongue. It is good to be able to interest the students in the lesson, of course, but it is necessary to always remember that the main issue is to arm the student with the knowledge and skills that are always needed in social life through this interest. In order to determine the reason for this situation, it is appropriate to conduct a survey among school teachers based on the following questions:

1. Does the school provide special speech training for the student?

Answers (exactly quoted):

2. What do you mean by speaking?

3. How many students in your class can speak freely on a given topic?

4. What tasks do you give students to prepare speeches?

5. Do students of the upper classes also receive assignments on the composition of scientific and formal speeches?

6. What recommendations do you give to the student on preparing a journalistic speech?

7. Is it correct to memorize prose texts to students, what are the pros and cons of it?

8. What criteria do you consider when choosing a text?

9. What do you think are the main stages of teaching a student to speak meaningfully and effectively?

10. Is literary pronunciation important in speaking or is it enough to express an opinion?

As can be seen from the answers given above, the professionals who organize mother tongue classes and teach students to use the language skillfully do not know the requirements of the Ministry of Education, the requirements of the DTS qualification in the mother tongue and, most importantly, the purpose of mother tongue education.

In order to determine whether students' speaking skills are in order, the following questions can be included in the questionnaire:

1. Can you speak freely if you are suddenly interrupted at a family gathering, wedding, or conference?

Answers (exactly quoted):

2. What subjects can you speak freely without difficulty?

3. As a journalist, can you ask the interlocutor a logical question?

4. In which of the political, scientific, artistic, official and journalistic styles is it easy for you to speak?

5. In which of the political, scientific, artistic, official and journalistic styles is it difficult for you to speak?

6. On what topic are you prepared to give a speech?

7. How many minutes can you give a speech without using any information? Have you tried it yourself?



8. At what event, ceremony, meeting or conference did his speech impress those around him?

9. Do you use proverbs and aphorisms in your speech?

10. Whose speech in a work of art, movie, show, or broadcast has moved you the most? Who do you most imitate in speaking Nktq?

These questions will help to identify students' problems with speaking.

The reason for raising the questions is that the content of the textbooks, which are the main means of education, must be at the required level, and the educational materials must be able to serve the purpose of education, otherwise the young generation and the state cannot wait until the understanding of some teachers changes and understands the essence. Educational materials in textbooks should be structured in such a way that they automatically direct the student to learning and independent work. If we take into account that the level of teachers working in remote districts of the republic is low, mainly the use of textbook materials, and the fact that textbooks reach the most remote villages of the country (where native language teachers may not have reached), it is necessary to focus all attention on creating a perfect textbook.

The main purpose of testing the exercises and tasks related to speaking, created during the study of educational materials in "Mother language" textbooks, was as follows:

- increasing students' interest in learning to speak;
- to enable students to work independently, to have a creative approach, to regularly increase their vocabulary and, based on this, to be able to express their thoughts correctly and fluently in various forms;
- convincing the student that he can work independently in the process of performing the recommended exercises and exercises;
- to be able to influence others through one's speech;
- through speaking exercises and tasks, first of all, to achieve that the student can pronounce each speech sound correctly, can write correctly, can read prose and poetic texts expressively, and can logically express his personal opinion about the problem in oral and written form.

Conclusion.

So, experiment-testing of the methodical recommendations developed for the development of the student's speaking skills through native language classes is carried out systematically. In this process, it is necessary to use exercises instead of questions and tasks. Because the native speakers learn to speak their mother tongue at home in the family circle. At school, it is necessary to develop speaking skills in students. In order to teach the student to speak fluently and effectively, it is necessary to organize the exercise of memorizing prose texts of great didactic importance and reciting them from memory, and if he cannot pronounce some sounds in this process, it is necessary to provide him with phonetic exercises, lexical exercises, orthoepic exercises. In this, of course, memorizing proverbs, sayings, phrases and aphorisms and performing syntactic exercises to make sentences using them will serve to increase the effectiveness of the training.

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