

<https://doi.org/10.29013/EJEAP-23-2-28-31>

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THE CONTENT AND ESSENCE OF SPEECH COMPETENCE IN MOTHER TONGUE EDUCATION

Abstract. The pupils form their basic competencies such as communicative competences, the acquisition of the state language and foreign languages, independent and creative thinking skills, written and oral fluency as well as they develop the ability to apply the knowledge acquired in the native language in the process of communication in general secondary educational system. This article highlights four main types of speech activities, which are acquired by teaching students in their native language: listening comprehension, speaking, reading and writing skills.

Keywords: continuous education, the four main types of speech activity, listening comprehension, speaking, reading and writing actions, syntactically and stylistically correct assessment, grammatically correct word formation, speech-communicative, grammatical and general educational tasks, student's speech (listening, speaking, reading, writing) competence.

Introduction

To develop the spirituality of the young generation, to familiarize them closely with the rich history, national values, traditions and literary and artistic heritage of the Uzbek people, to develop the national and universal values formed on the basis of national traditions, holidays, and customs. Especially, it is envisaged to study concise and beautiful examples of Uzbek literature, important scenes of the historical and cultural life of the nation, and the creative heritage of representatives of the Uzbek people who contributed to the world national culture. It is necessary to be able to evaluate, compose a sentence and use the literary language in order to determine the tone of speech in this process, the correct pronunciation and correct writing word forms, grammatically correct word formation, appropriate choice of words in written and oral speech. We need to pay attention how to form communicative speech on the basis of linguistic, lingua-psychological, socio-psychological and paralinguistic and general didactic and specific methodological features of language education at the primary and general secondary stages of continuous education in language learning.

Materials and Methods

Students' communicative competence and language skills should be formed in each class by applying four main types of speech activities focused on listening comprehension, speaking, reading and writing, where they will develop their ability to exchange and express opinions independently in various speech situations. In particular, it is necessary to develop the skills of applying the acquired knowledge of the mother tongue in the process of communication. It is necessary to use regularly modern information and telecommunication tools that expand the possibilities of effective development of competence in working with information in the teaching of sciences. It is recommended that the student use mobile devices (phones, tablets and other gadgets) to search for and analyze science-related information from various sources, and to develop skills for working with information media while observing information security. In the formation of self-development competence, it is necessary to have universal human qualities, to love the country, to have legal and

economic knowledge, to strive for innovations and to make independent decisions based on acquired theoretical knowledge, progressive and innovative development in society. It is necessary to be aware of changes and learn to use them in everyday life. The formation of socio-emotional and civic competences consists in acquiring knowledge about civic duty, social and political development, emergencies, and environmental problems, understanding artistic and artistic works, and developing organizational skills in their preservation. However, a number of current problems and shortcomings are still waiting to be solved in the teaching of the mother tongue as a science. We have analyzed the following problems:

- Teaching of the mother tongue is focused mainly on theoretical information, and rather than improving the student's speech (listening, speaking, reading, writing) competence;
 - Some inappropriate grammatical topics were chosen for the grades to teach mother tongue in the cross-section of classes;
 - There was no connecting the science of the mother tongue with life, making use of the rich opportunities of our mother tongue, and teaching pupils in a meaningful, simple, and interesting way;
 - Some exercises and tasks in the textbooks will not create interest, passion, inclination; encourage logical, creative, and creative thinking in students' mastery of the topics;
 - The interactive methods of teaching the subject of the mother tongue in general secondary schools, wide introduction of advanced pedagogical technologies is not at the level of demand;
 - Scientific methodical support of mother tongue science (textbook, teacher's book, exercise book, multimedia applications, didactic materials, etc.) is insufficiently developed;
 - The improvement of methodical support of teachers and pedagogues, distance-learning courses for teachers and methodologists of mother tongue and literature science have not been introduced;
- In fact, the quality of training of teachers, pedagogues, and personnel in the field of mother tongue science in existing higher education institutions does not meet today's requirements calls for a radical revision of the teaching of mother tongue science and updating it in accordance with the needs of the times.

Results and Discussions

Native language not only teaches lexical and grammatical norms, but also serves to develop the potential of students to listen and understand, read correctly, and apply orthographic and orthographic norms. For the logical, critical, creative thinking of the student, special attention is paid to reading comprehension in mother tongue classes. A student who mastered his mother tongue satisfactorily learns other subjects. A student with perfect reading literacy can think logically, critically, creatively by reading the texts studied in other subjects, and the ability to apply the knowledge gained in life. In addition, one of the main tasks for the teacher is to adapt the practical tasks designed to work with texts that meet the requirements of the international assessment programs (PISA, PIRLS) aimed at forming the student's logical thinking, practical skills, comprehension skills, analytical, critical thinking skills as well. Communicative competence is the ability of student's performance in his/her native language, understanding the opinion of others, being able to express one's opinion in oral and written form correctly and fluently in accordance with the speech conditions;

General competences developed in language and literature subjects in school graduates (requirements for graduates of general secondary education):

Speaking skills
be able to speak fluently in various speech situations, following the standards of the Uzbek literary language
be able to prepare a speech on the topic and to present it, to present the thoughts and ideas within the topic in the form of a presentation
participate in discussions, summarizing opinions and being able to react
expressive recitation of an artistic text from memory, being able to use tone, intonation and stop (pause) appropriately

Writing skills
be able to express one's thoughts and feelings correctly, consistently, following the rules of spelling, punctuation, and style, as well as write information according to the requirements of the specified volume
be able to write texts for different purposes and for different students, in particular, to be able to convey written information about a certain thing/event
to organize and summarize materials, to be able to write opinions and arguments based on details
be able to use expressive means in order to increase the effectiveness of written speech
be able to use vocabulary and grammatical tools correctly to ensure the consistency of the text and increase its level
compliance with spelling, style and punctuation standards

Reading comprehension skills
being able to read fluently and expressively, distinguishing the style of the text;
being able to comprehend how the language is used in the text, in particular, the meaning of each word, phrase and sentence form, why this particular word, phrase or sentence is used, the structure of the text and its components to be able to understand the function of means of transportation;
to determine the contribution of idioms, proverbs and aphorisms to the text
Able to find the appropriate title(s) for the content of the text
be able to determine the author's point of view on the text object
draw a conclusion, be able to connect the conclusion to the event given in the text
be able to know the purpose of the writing of the text, for which category of reader it is intended, in what context it was written, and to be able to apply this knowledge to better understand the text.

Listening skills
be able to listen and understand monologue speech and conversation
be able to identify the details mentioned on the subject of live speech and audio text
being able to understand and answer the questions
understand the difference between interrogative sentences, indicative sentences, exclamatory sentences and sarcasm
be able to express the information given in the audio text in different forms, in particular, in the form of a table, drawing, graphs.
be able to recite audio text orally and write it down in texts
to make conclusions based on what was heard and to be able to support the conclusion with evidence
be able to distinguish the tasks, opinions and views of the parties in dialogic speech and conversation;

In native language education, the orientation of theoretical knowledge of linguistics to work on speech competences of a practical nature and subordination is determined as a leading principle. In the education of the Uzbek language, foreign experiences approached creatively and critically, rich experiences in the history of our national pedagogy and advanced experiences were created in our country. A strong integration of modern digital technologies and educational technologies, distance education programs are organized based on modern information and communication technologies.

Conclusion

Based on the results of methodological research, a new generation of textbooks will be created based on educational programs that provide for the combination of mandatory and variable components, where the development of independent creative abilities of students is a priority. Methodological support that helps in theoretical and practical mastering of educational materials: auxiliary educational tools (dictionaries, dictionaries, text collections, multimedia, mobile applications, etc.) are created. Existing problems in practice are solved based on the results of methodological research and scientific research.

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