

**PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF SPEECH ACTIVITY
IN NATIVE LANGUAGE LESSONS.**

Termez State Pedagogical Institute Teacher of the Department of primary education

Pardayeva Gulbahor Jalgashovna

pardayevagulbahor8@gmail.com +998902269059

Sariev Madrahim Djalgashovich

Chirchik state pedagogy of Tashkent region

master of the Institute madrahimsariyev87@gmail.com +998904100340

Annotation: based on modern pedagogical approaches to Language Teaching in native language lessons, it is illuminated that the targeted use of didactic tools and interactive educational methods gives effective results in the development of speech skills in students, such as the structural elements of speech competence: listening, speaking, reading and writing. Growing the speech of students in native language classes, teaching them the correct pronunciation Standards, expanding vocabulary is the main task of every native language teacher.

Keywords: integrative, competency, modular, communicative approaches, reading, speaking, listening and writing skills, speech competence, interactive methods, didactic tools.

Аннотация: На основе современных педагогических подходов к обучению языку на уроках родного языка целенаправленное использование дидактических средств и интерактивных методов обучения позволяет дать эффективные результаты в развитии структурных элементов речевой компетентности учащихся: аудирования, говорения, чтения и письма. Основная задача каждого учителя родного языка – развивать речь учащихся на занятиях по родному языку, обучать их нормам правильного произношения, расширять их словарный запас.

Ключевые слова: интегративный, компетентностный, модульный, коммуникативный подходы; навыки чтения, говорения, аудирования и письма; речевая компетентность, интерактивные методы, дидактические средства.

Introduction. In recent years, reforms to bring the language teaching system to a new innovative quality stage in our republic provide students with the necessary opportunities in general secondary education native language classes to learn in-depth scientific and theoretical knowledge about the acquisition of components of speech competence, develop free, creative, scientific and logical thinking and a conscious attitude to the environment, A competency, integrative and communicative approach to education is the growth of the potential of scientific thinking in students, the activation of professional competence, a positive, effective influence on his maturation as an inquisitive, innovative, mobile, enterprising, mature, competent person with a clear understanding of his professional goals. Advanced teaching methods of developed countries are gaining popularity. Mother tongue education is an important factor that determines the level of progress of each nation, if we want to carry out a scientific renaissance in all areas, it is necessary to start with the improvement of mother tongue education.

Methods and degree of study. In the national curriculum of general secondary education, “the development of colloquial (communicative) competence, aimed at thinking in the person of a student, understanding the opinion of others, being able to correctly and fluently state one's opinion in oral and written form in accordance with the conditions of speech; development of the student's acquired practical knowledge of language construction (phonetics (orthoepy), lexicon, word composition, morphology, syntax, writing and spelling, punctuation the development of concepts related to signs, speech styles, Stylistics)”. And the role of the native language teacher in the development and improvement of these qualification requirements in students is incomparable. In this regard, the psychologist scientist E.Gaziyev says: "the role of the native language and literature teacher is very important in developing the correct logical thinking of the student. He teaches students all the time to make the right sentence, to meditate fluently, to think, to write”. Therefore, in the process of developing speech competencies, the native language teacher, on the basis of contextual teaching and modern approaches, teaches students to make a sentence that is content and grammatically correct, to think independently, and to be able to put into practice the knowledge gained in the oral and written statement of their feedback.

The native language is important not only in mastering all subjects, but also in the initiation of human interaction in society as a whole – in the formation of communication. In the teaching of the national language - native language in the lessons of the mother tongue, the standard of skills and skills required in the basic four linguistic skills of speech activity, that is, in the practice of listening and understanding speech, speaking, reading and writing, is developed, which is envisaged by students in each class. In order to improve the educational process in specialized state general education institutions, improve the quality and efficiency of education, and further mature abilities and talent in students, the specialty-oriented curriculum was adapted to the curriculum aimed at the formation of competencies. The main criterion of the material is the enriching value of text and individual sentences, lexical-methodological accuracy, thematic diversity, connection with different aspects of life, ideological-thematic orientation of texts, compatibility with younger readers. The implementation of such requirements, in addition to the cultivation of the main types of speech activity in primary school students, provides for the solution of the following important issues. First of all, the content of knowledge given from the mother tongue in the elementary grades is about the sound structure of the Uzbek language and ways of expressing sounds in written speech, the change of words and the connection of words in a sentence knowledge about, about the morphemic composition of words and word making, about the lexical - semantic group of words, about the correct writing rules of the Uzbek language and the use of punctuation marks make up. This knowledge given serves to cultivate the speech of students.

The content and methods of teaching the native language should help students to give a thorough knowledge of the volume required by the program, to create skills and qualifications. The main task of teaching the subject of the mother tongue is to develop speech competence aimed at thinking the personality of the student, understanding the opinion of others, being able to competently state one's opinion in oral and written form, develop knowledge of grammar in students (phonetics, lexicology, word composition, word making, morphology, syntax, writing and spelling, punctuation, speech styles,

concepts related to Stylistics) consists in the formation and development of linguistic competencies aimed at developing the skills of being able to articulate orally correctly and fluently what is read, seen, heard, making the most of the wide possibilities of the native language. The curriculum of mother tongue science is structured based on the requirements of the national curriculum aimed at the formation of competencies in students. The curriculum provides for the formation of speech and linguistic competencies in science in students, as well as elements of base competencies. Ensuring the literacy of students in primary education consists in the formation of compliance with the norms of literary speech in oral and written speech. Speech competence (listening, understanding, speaking, reading, writing): within the framework of the topic, the teacher is able to understand his speech and simple audio (multimedia applications) texts and assignments by listening, access the conversation with the help of the teacher on the surface of the pictures he sees and the text he reads, Apply new words he mastered in the speech process in oral speech. The structure of speech and text from Sentences is able to tell the structure of the text from the sentences connected by content; can read, distinguish sentences that express the emotion of people, the sentences differ in content, the point at the end, depending on the interrogative and exclamation marks, can read fluently and expressively, observing the tone of the sentence; can read the sentence with a capital letter from the beginning, he can write, compose and write a sentence according to the pictures, he can write letters according to the pattern, connecting and transcribing the letters together, following the rules of spelling and husnikhat in the writing. One can write answers to questions within the framework of a topic, write a 15-20-word dictation. Linguistic competence: is able to correctly pronounce speech sounds in

Uzbek, adhere to the rule of choking words with compliance with pronunciation standards, can apply thematic words in oral and written speech, can correctly apply punctuation. Elements of competence in science formed in students:

Research results. The orthoepy, lexicon, morphology of the Uzbek language has been studied to some extent scientifically, but the theoretical data collected so far in this regard cannot fully shed light on its uniqueness, national characteristics. By the time of the period, in our native language, measured on the basis of other language molds from the Forties of the last century, places are still felt that have not been able to completely get rid of the complication of old molds. Including the teaching methodology. The result of this remained based on mother tongue education, especially mother tongue teaching grammar at school, and speech skills did not develop at the required level. In secondary schools, the content and main directions of programs in practice in the native language, Uzbek language were formed in the mid - 1950s, since then they have not fallen from the agenda until today with some changes, fillings. On this basis, textbooks were created, which repeatedly passed the period test. On the one hand, it seems that things in this regard have improved and become more perfect. However, over the next quarter of a century in our social life, dramatic changes have occurred in political, economic, spiritual, educational aspects; in our national worldview, there were updates on the issue of the attitude to the upbringing of a related person; the ideology of independence made new demands on each member of society, each sphere, each view. Huge changes have occurred and are taking place in our society. Among such changes, updates related to Uzbek linguistics and its teaching are also clearly visible. In particular, the



commonality of language in Uzbek linguistics, a system of the nature of Essence, opportunity, cause; and speech, as isolation, phenomenon, reality, consequence, a substantive linguistic direction was formed, developed, achieved tremendous achievements. However, all these updates are sorted in the stages of the educational system and are not uniformly received. In particular, the achievements of traditional linguistics, which served as the foundation for the emergence of Uzbek substantive linguistics, were blurred by the achievements of a new direction in the higher education program-both in its textbooks and in the

secondary special education system, and in the school program. It is also a pity that theoretical knowledge that disproves each other meets many in school textbooks.

Looking around us, in many of the progressive states, the content of education from the native language has been radically updated. "In the context of educational content, it was established that the knowledge offered to students should be able to meet their social needs, encourage them to creativity, creativity." In order to form creativity, independent thinking skills in students, to teach the product of thought to correctly, fluently express it in oral and written form in accordance with the conditions of speech, it was required to radically update the content of native language education, adapt educational materials to the needs of the time. In doing this, naturally, educational tools are important.

To date, a number of school "mother tongue" textbooks have been created, but one has to meditate around the question of whether all the educational materials in them are in demand. Our scientists, such as Hamid Ne'matov and Asqar Ghulomov, justified the current state of native language education, what needs to be done to improve it, what needs to be taught to students through a serious analysis. The education of competitive, qualified personnel is an urgent task facing the education of the native language, the implementation of which is more dependent on the level of textbooks, educational materials, which are the main means of general secondary education. At the same time, it should be noted that today the purpose of native language education does not imply that the main educational tool in classes is only a textbook. Both the teacher and the students, in a way related to the essence of the specified topics, usually refer to the materials of the "information Bank" (dictionaries, references, notes, notes, etc. they must make frequent appeals to them. Unfortunately, despite the fact that the content of native language education has been updated for more than twenty years, most of our school teachers are still using only textbook materials. Analysis and results. Students' speech competencies are polished during speech activities carried out in all the linguistic communities in which they exist, namely: in their own family, in the circle of peers, in social environments, since the reader, respectively, takes the position of both a speaker and a listener, participates in questions and answers as an active participant in the process, reacts, feels the need to, makes it possible to use the words that have been read and mastered in practice. The structural elements of listening, speaking, reading and writing, which constitute speech competence, are interrelated and complementary speech processes in students, each of which is characterized by its importance for the development of speech activity. In general secondary education, the speech competencies of students are developed on the basis of grammatical rules regarding language levels according to the plan and exercises and tasks for strengthening them, starting from the initial stages of systematic and

continuous training. Speech competencies of students are also developed in the lessons of the mother tongue. In the current age of intensely developing information, the complex development of listening, speaking, reading and writing speech skills in students using modern approaches, interactive methods and modern didactic tools, even in the language teaching system, is a requirement of today's era. From this point of view, the practice focuses on the development of the student's speech competencies.

It is intended to educate students to grow their oral speech, enrich their vocabulary with new words, and to use words correctly and appropriately in their speech. Each teacher is a multimedia application process created on the subject of the native language of grade 1-4, each of which is distinguished by its importance for the development of speech activity. methodological guidelines should be used appropriately and purposefully in improving the quality of Education. Particular attention should be paid to working on the text in native language lessons and further enriching their existing knowledge of their features. The purpose of developing speech competencies in students is to teach them to speak, think, communicate, react, observe, improve expressive reading skills, systematically formulate and grow text-making and writing skills independently, to build on a logical approach in the application of lexical and syntactic units. Productive written speech is created under the influence of Sermazmun oral speech, reading instructive proverbs and stories, listening to samples of fiction, in which the idea of searching for wisdom from everything is permeated. Therefore, reading, listening and writing are elements that lead students to a solid mastery of knowledge and perfection. The development of speech competencies in language education is a practical active training, which is carried out in cooperation aimed at growing speech in students.

Conclusion: in Mother Tongue lessons, teaching students to absorb and practice the functional content of the structural elements of speech competence serves to ensure their active participation in communicative communication in society, in the processes of oral and written communication. The formation of competencies regarding the native language in primary school students is a period requirement. Together with increasing literacy in the native language, students develop knowledge of Science in them, promoting young people with the future of our country to have high potential.

LITERATURE USED

1. Yolandeve D.N. Evolutionary progress of the goal of native language education. - Tashkent: National Encyclopedia of Uzbekistan, 2013. – 168 b.
2. Gulomov A., Kadyrov M. Native language teaching methodology. - T., Teacher, 2001. – 221 b.
3. Mirzakulov T. Linguistic foundations of grammar teaching. - T.: Teacher, 1994. –56 6.
4. Shabbazova D.R., Ona tili o'qitish metodikasi. O'quv qo'llanma –T.: METHODIST NASHRYOTI, 2023
5. Aminova S. Ona tili darslarida noan'anaviy usullar // Til va adabiyot ta'limi. – Toshkent, 1995. – № 1. – B. 17-18.
6. Muxtarova L.A., Pardayeva G. Steam texnologiyasini hayotga tadbiiq etishda oila va maktab hamkorligi. "Oilaviy munosabatlar destruktiviyasining psixologik tadqiqi: muammo va yechimlar" Xalqaro ilmiy-amaliy anjuman. Termiz: 2022 yil. 356-359 b.

6 Jalgashevna, P. G., & Abdimannabovna, M. L. (2023). PEDAGOGICAL POSSIBILITIES OF TEACHING NATURAL SCIENCES BASED ON STEAM TECHNOLOGY. World Bulletin of Social Sciences, 21, 109-111.