



Opinions of Oriental Scholars on Speech Development in Mother Language Education

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ABSTRACT

In this article, the development of speech in the process of mother tongue education, the requirements for the student's speech, the opinions of the great scholars of the East about the development of speech, and their great contributions to the creation of the methodology of speech acquisition. In the process of mother tongue education, the issues of the important pedagogical necessity of learning oral and written speech, learning speech in connection with behavior and manners are highlighted.

Keywords:

speech, speech activity, text, creativity, thinking, independent thinking, educational goal, logic, grammar, communication.

Since language is an important means of communication between members of society, the speech culture of people whose spirituality is rising should be high. Today, only a student who can express his opinion using the rich expressive possibilities of the Uzbek literary language as much as possible can be considered to be literally educated, literate, and possess the culture of communication.

The issue of teaching young people about speech etiquette and speech culture has been one of the central places in the work of Eastern thinkers for a long time. For example, your compatriot Farabi encouraged young people to speak correctly, draw logical conclusions, and be the owners of meaningful and beautiful speech. He also emphasized the importance of lexicology, grammar and logic. About this he says: "How to teach and learn, how to express and express ideas, how to ask and how to answer, the first of the sciences related to this, is to bodies, that is, to substance and accidents. I confirm that the name-giver is the science of language.

The second science is grammar: it teaches how to arrange the name(s) given to objects and how to compose words of wisdom and speech

expressing the arrangement of substance and accident and the resulting result.

The third science is logic: it teaches how to arrange propositions according to logical figures in order to produce certain conclusions, with the help of which we can know what we do not know and judge what is true and what is false.

In addition to classifying science, Farabi also focuses on "How to teach" them. In his opinion, every student of a science should prepare himself to master this science, then search for the truth, pay serious attention to his health and morals. He teaches young people that they should focus on acquiring knowledge from a young age, strive for good health, be moral and polite, avoid bad deeds.

In particular, it is impossible to ignore Farabi's instructive thoughts about the responsibility of the teacher. He advises the student not to be overly strict and not to indulge. These ideas have not lost their value even today. Effectiveness of education is achieved only through proper organization of teacher-student activity.

The great encyclopedist Abu Rayhan Beruni thinks about two types of speech: prose and poetry, and explains that each of them develops

based on certain rules. According to him, the content is primary in both prose and poetic form of speech. In teaching, the main attention is focused on the priority of the content.

The thinkers of the 11th-14th centuries expressed instructive ideas about the power of words, the culture of using them, expressing a lot of meaning by saying less. Yusuf Khos Hajib in the work "Kutadgu bilig": "If you know and speak, the word will be counted as knowledge" or "Ugush sozlama soz with a few words: write the district word knot with this one word" (content: it is necessary to speak knowingly; don't say a word too much, say less, untie the knot of the word district in this one word).

Yusuf Khos Hajib, thinking about the etiquette of teaching to speak:

Til asli ta'lim bor, bosinma o'qish-

Ara ug'dulur til, ara ming sukun

Nega bunday ersa bilib so'zla so'z.

So'zing bo'lsu ko'rsu kerag'uqa ko'z.¹ (104, 88)

Content: the language has a lot of benefits, it's not too much. sometimes the language is praised, sometimes it is cursed; if so, speak the word knowingly; Let your word be an eye for the blind. He emphasizes that the language can both honor and punish a person, saying that a person "achieves happiness thanks to his language." According to Yusuf Khos Hajib, teaching language to young people means teaching them manners.

Ahmad Yugnaki, who wrote at the end of the 12th century and the beginning of the 13th century, spoke not only about the importance of science, but also about the study of science. puts forward the idea that science is an inexhaustible wealth.

Husayn Vaiz Koshifi, like other didactic scholars, devotes a lot of space to speech etiquette. From their instructions on how to speak in public, it can be seen that learning the mother tongue in connection with manners is an important pedagogical necessity.

The great thinker of the East, Kaikovus, in his work "Nightmare", spoke about the culture of speaking: "... when you speak in front of the people, let your words be beautiful, let the people accept these words. Let the people know that you have reached a high level with

words, because they know a person's career through words, ... everyone's situation is hidden under his words," he admits.

It can be seen that the great thinkers of the East, while thinking about the requirements for human speech, at the same time do not ignore the issues of teaching him speech etiquette.

Zahiriddin Muhammada Babur noticed the simple and beautiful manner of speaking. Because Babur wrote to his son Humayun in one of his letters that the author should read the letter several times and send it after making sure that it is fluent.

Educating young people about Turkish language manners reached a high point, especially during the time of the great poet, thinker and scientist Alisher Navoi. On the initiative of Alisher Navoi, serious attention was paid to the art of recitation in madrasas. Hazrat Alisher Navoi in his work "Mahbubul Qulub" says: "... A good secretary gives peace to the word and brings peace to the speaker", he emphasizes that acquiring the skills of beautiful writing and written speech gives "peace" to everyone. In this work, the poet provides a scientific review of issues such as pronunciation and spelling, their relationship, vocabulary and speech culture, the correct use of word meanings, the correct structure of speech, and the methodology of deep language acquisition. made a great contribution to creation.

Therefore, the task of inculcating speech skills in young people is not only a requirement of today, but one of the ancient customs for the highly cultured Uzbek people. This custom has always been one of the most important aspects of mother tongue education. After all, for young people who will graduate from school tomorrow, in addition to being able to use the laws and rules of their mother tongue in the speech process, they must express their thoughts correctly and fluently in oral and written forms, and have a beautiful Uzbek speech. is very important.

From the first days of national independence in Uzbekistan, young people were given the task of inculcating oral and written speech skills in the speech culture acquisition class. This task was one of the ancient customs of the highly

¹ Yusuf Xos Hojib. Qutdgu' u bilig: - T., 1971. 88 b.

cultured Uzbek people. Also, one of the main principles of national pedagogy was the formation of written and oral speech. In particular, modern pedagogues well understood that written speech serves to improve human thinking. Therefore, in their articles and textbooks, they have given importance to the formation of written speech skills. Particular attention is paid to the content, simplicity and complexity of the texts and essays given to the students. It was emphasized that the texts should be sorted according to the age of the student, and that it is necessary to rely on the advanced pedagogical experiences of other countries in this regard. They noted the information about the development of some criteria for writing an essay: "...long essays of difficult composition will certainly not open the child's mind, but will cause his/her thoughts to disappear. In general, essays are prepared for children in Islamic schools in a light form, and essays are taught in accordance with the requirements of each of the elementary, middle school, and traditional schools.

In written speech, the student brings to mind everything, events, based on his own ideas and views based on his life knowledge. During the time of the Mustabid regime, people's views were restrained to a certain extent, they were set in a certain direction. The freedom provided by independence has created a favorable speech environment for the student, a mental factor that he relies on to express his thoughts.

Spelling literacy and grammatical correctness of written speech is one of the important requirements for it, and it is related to knowing the spelling rules of the Uzbek literary language and the practical application of acquired theoretical information. The student is able to make the sentence grammatically correct by correctly connecting words, phrases and sentences, using appropriate lexical and speech synonyms, matching the possessive, case and complement of the sentence to the participle. achieves

Methodological requirements imposed a demand for meaningfulness in relation to the student's speech culture. In addition to taking

into account the requirements of the topic, the content should also have aspects such as accuracy, effectiveness, and believability. Also, in meaningful speech, in addition to accuracy, visual means of expression should be used, proverbs and proverbs, wise words should be used. It should not be forgotten that clear evidence, observations and impressions, conclusions drawn from the expressed opinions attract the attention of others. "Neither the student nor others like an opinion without content."

The meaningfulness of the thought is especially related to thinking about something known to the student, an event. It is clear to everyone that a person can talk about unknown things and events, but cannot think meaningfully. Not deviating from the scope of the expressed opinion, not building complex sentences, and the validity of judgments and conclusions are tools that ensure meaningfulness.

Another requirement for the student's speech is that the thought should be logically correct, clear and coherent. The logical and correct selection of each idea in the speech, the clear and coherent presentation of the idea increases the effectiveness of the speech. In particular, consistency is ensured by paying great attention to the statement of opinion. If the ideas being expressed are not properly divided into logical parts, the coherence of the idea cannot be ensured. So, the student should follow logical rules in the process of speaking in his native language.

The value of the text to provide information, that is, communicative value, is also the most important requirement of speech. Only 5-6 sentences of 30-40 words can contain information content. For example, it is embodied in the sentence "The Sultan of Uzbek poetry, Mir Alisher Navoi, the author of such a great work as "Khamsa", the founder of the Uzbek literary language, was born on February 9, 1441 in the city of Herat." But this does not mean that the rest of the words in the sentence should not be used. They should also be used in moderation. The words defining the content of the information should be in the focus of the author's attention.

Richness and variety of speech is another important requirement for the student's speech. This feature is, first of all, the lexical possibilities of the Uzbek language in expressing ideas: from words with similar, similar and opposite meanings, figurative expressions and phrases, as well as tools that increase the artistic value of speech: proverbs, proverbs, a great poet and writers' opinions expressed by using literary characters as examples, catchphrases of the Uzbek people, phraseological expressions, similes, adjectives, animations, metaphors, exaggerations, and rhetorical interrogatives. .

The more simple and fluent the speech, the more clear and clear the thought, the more effective it will be. Therefore, another important requirement for mother tongue education is for students to learn to speak simply and fluently, to express their thoughts clearly and succinctly, while learning the elements of rhetorical skills, to learn to use voice tones based on the communicative intent of the sentence. they should use, master tone and intonation. It is important to teach them not to use stupid sentences, to make them as concise as possible, to prevent mistakes.

Purity of speech also means the prevention of any inappropriate feedback in the created text. For this reason, educational tasks such as editing the outline text given in the native language textbooks, changing the form while keeping the content of the text are used.

Thus, from the first days of national independence, the goals and objectives of teaching the mother tongue took the form of a state order and changed radically. Teaching young people about speech etiquette and speech culture has been reflected in the works of Eastern thinkers since the distant past. was also revived. After all, if teaching a language and inculcating the culture of speaking beautifully in students is an important aspect of learning the mother tongue, these are serious pedagogical problems. A person's manners are judged by the way he speaks. It is not for nothing that our people say, "Don't trust your face, trust your word."

So, the development of speech in the process of mother tongue education, the requirements for

the student's speech, the opinions of the great scholars of the East about speech development in the works, their great contributions to the creation of the methodology of speech acquisition, as well as the mother tongue The issues of the important pedagogical necessity of learning oral and written speech, learning speech in connection with behavior and manners in the course of education are highlighted.

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