



Programs And Methods for the Formation of Speech Competencies in Language Lessons

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ABSTRACT

The use of new technologies in the language lesson, the lesson of speech development allows the instructors to activate the cognitive interests of students, control the activities of each, significantly increase the pace of work, solve several problems at once: study new material, consolidate, performing practical work, including different types of exercises, deepen knowledge, conduct the control. It is very important that students work with passion at any stage of the lesson, and this maintains interest in the subject as a whole. This article discusses programs and methods for the formation of speech competencies in language lessons and their further improvements.

Keywords:

Genre, character, material world, plot as a chain of events, chronotope, grammatical norms, culture of speech, stylistics, problem analysis, distance education technologies

The concept of the content of teaching the language at university provides for the formation of not only linguistic (linguistic), but also communicative (speech) competence of students associated with the mastery of all types of speech activity, as well as with the culture of oral and written speech, the rules and methods of using the language in various fields communication [1].

The modernization of education in the Republic of Uzbekistan involves the education of a person who strives for the maximum realization of his abilities, open to the perception of new experience, capable of making a conscious and responsible choice in various life situations. It is necessary, first of all, to teach the student to solve certain communicative tasks with language means in different areas and situations of communication, that is, to form his communicative competence. Today there is a search for a learning paradigm that meets the new conditions in a changing world. It's about innovation. The reform of university education is gradually abandoning traditional forms of education, the problem arises - to arouse

interest in the study of educational material. Ladyzhenskaya T.A., Mikhailichenko N.A., Kokhtev N.N., Murashov A.A. founders of newly created programs that are based on general principles [2]:

- the principle of speech priority, communicative orientation means the inclusion in the work of all types of speech activity: listening, speaking, reading, writing, and not just analyzing extracted from speech or artificial examples; At the same time, attention is paid to the everyday speech of students and their environment, and not only to the works of art of the masters of the word, which in the construction of the program is manifested in the presence of four cross-cutting speech studies topics for all five years of study - "Oral Colloquial Speech", "Spheres of Speech", "Genres of Speech", "Rules of Speech", consistently correlated with all lexical and grammatical material for study; the priority of speech leads to the rejection of orthographic centrism, leads to an understanding of spelling as a discipline, the need for which arises when creating a written text; without prejudice to the literacy of

students, the tasks of mastering spelling are solved in the course of work on the tasks of generating texts, as well as experiments with them;

- the principle of an integral approach to linguistic facts (as opposed to the principle of a level-by-level study of language units, which is the basis of all university courses); linguistic facts are integrated on the basis of semantic unity, the solution of homogeneous semantic tasks; At the same time, the program of the first two years is built "from the word" (name), and the next three - "from the category" (subjectivity), quality and eventfulness, the integral approach determines the composition of the program, the material of which is combined into four headings: "Semantics", "Grammar", "Speech Studies", "Orthology" [3];

- the principle of search and experiment as the organizing beginning of the student's work, as opposed to the principle of assimilation of ready-made knowledge (rules and parsing schemes), while the student is offered the role of a language user and its researcher; gradually involved in the work and trains his language and speech reflection;

- the principle of the unity of teaching literature, which implies the maximum convergence of the conceptual apparatus in the field of language and literature (genre, character, material world, plot as a chain of events, chronotope) [5].

In accordance with this, recently introduced methods include the following types of work in the lessons on the development of communication skills:

1. Work with visual support. As a rule, paintings, photographs, etc. are used as visual support. Images should be thematically diverse, include a variety of - the most common in life - themes and plots.

2. Creative works (compositions) based on personal impressions.

The student should not write and talk about what he did not personally experience, what did not become a fact of his life, what he did not let through his soul. When a student has personal impressions, personal experiences, he always has something to say.

The fact that in the existing methodology is understood as the main content of the lessons of

speech development: the accumulation of vocabulary, the ability to structure speech (to build one's statement in accordance with the plan, etc.) - is not denied or excluded by the modern methodology, but is included in most types of work. Student should not be taught to plan a text until they themselves understand why this is necessary and what advantages it provides in real communicative situations. Vocabulary accumulation can be carried out by the same means (dictionary maintenance) that are usually used, but you can start using them only when the students themselves want to know as many words as possible and strive to write them down themselves - at this moment the teacher should teach the students to keep dictionaries ; but the situation when students keep dictionaries only because the teacher advised them to do so is not acceptable.

Thus, the undoubted advantage of such programs is in the communicative orientation, in the intensity and consistency of using the language of modern semantics, such concepts as the subject, object and other participants in the event, authorization, evaluation, and the like, which are quite accessible to students and help them in their work on analysis and creation texts. [5]

Promising opportunities open up: from planning thematic material, through a set of non-traditional methods and designing lesson models with the involvement of a semantic space that is interesting to students, through exemplary texts of classical authors, through their comprehensive analysis, a system of miniature essays, oral statements, presentations with a creative task, etc. from the generation and analysis of a speech statement to the formation of a stable skill of speech creation on a variety of topics - linguistic, moral and ethical to philosophical, universal.

In modern articles on the methodology of speech development, it is said that for the successful speech development of students, it is not enough to simply perform exercises in the selection of synonyms, in making sentences, in storytelling and retelling - such a training system does not equip students with an understanding of existing speech patterns, knowledge of a set of actions and ways to

perform them when thinking about statements, knowing the criteria for evaluating created texts. In other words, such a system does not allow teaching students a conscious attitude to speech. To change the situation, it is necessary to equip students with certain knowledge about speech, about, for example, that, speaking about something, you can narrate, reason, describe and evaluate something, that there should always be a "core" in the statement (theme and main thought), on which, as in a student's pyramid, sentences are "strung" in a certain system, and so on. This knowledge, of course, is not an end in itself. They are needed only to help each student learn to consciously relate to speech, to direct their efforts towards its improvement.

The question of what knowledge should become mandatory, what is the technology of their presentation to students, how to organically connect theoretical work with speech practice, how to make it more natural in the classroom - all these are problems that have not yet been fully resolved.

Ramzaeva T.G. believes that when developing a system for teaching the language to students, it proceeds from the fact that the main goal, which determines the direction of the entire process of teaching the language, is the development of oral and written speech of students in unity with the development of their thinking, and the assimilation of grammatical tasks and the formation of spelling skills are their final. The results are the development of student's skills to grammatically correctly, stylistically accurately, meaningfully, intonationally expressively express their thoughts orally and correctly convey them in writing. The most important advantage of the current stage of teaching the language is increased attention to the speech training of students [4].

Despite the fact that modern textbooks of the language include materials on how the language works, what are its main laws, it also provides for the assimilation in practice of the basic orthoepic, lexical, grammatical norms of the modern language; however, given the current language situation, I would like this aspect of language learning to be expanded. Therefore, it seems quite correct to introduce into the

content of exemplary programs designed to improve the structure and content of general education, the concepts of the language norm and the culture of speech, elements of the history of the language, revealing the dynamics, the change in the norm.

Thus, the development of students' speech is the practical side of language learning, the formation of those skills that contribute to the enrichment of the active vocabulary, the free use of all grammatical means - word-building models, forms of parts of speech, phrases, sentences of various types, as well as the formation of figurative the emotional side of speech to express their thoughts, knowledge, feelings, intentions.

Teaching the language should be more in-depth, more intensive. And in the modern university, certain steps are being taken in this direction:

- non-traditional tasks are used that require logical solutions and problem analysis;
- educational disciplines are integrated. - new technical teaching aids are being introduced and new learning technologies are being created (for example, distance education technologies);
- theoretical and pragmatically directed sections of the language are integrated (language, culture of speech, stylistics) [4].

Each of these areas is very interesting and promising for use in the methodology of teaching the language.

In conclusion, this principle of constructing work, as well as knowing the rules and applying them in practice, makes it possible not only to improve the spelling and punctuation literacy of students, but also to improve their oral and written speech. Such work ultimately makes it possible to judge the student's knowledge of factual material, the ability to use linguistic means in the formulation of thoughts. Ultimately, work carried out according to the traditional method should ensure that students are able to talk about something according to a plan, in a certain sequence, without violating the logic in the development of events, to formulate conclusions and evidence for them, to generalize. The traditional methodology gives students the necessary knowledge base, but it does not develop the student's creative potential, does not take into account an

individual and creative approach to each type of lesson.

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