

DEVELOPMENT OF STUDENTS 'SPEECH COMPETENCIES IN UZBEK LANGUAGE CLASSES IN PRIMARY SCHOOLS OF KAZAKH LANGUAGE SCHOOLS

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Said that the spirituality, knowledge and health of our children are the most important issues for us.
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ANNOTATION:

This article analyzes the scientific and theoretical foundations of speech, grammatical data, the peculiarities of speech and speech forms in the development of students' speech competencies, methodological recommendations for speech development, linguistic, pedagogical features of improving speech competencies in Uzbek language lessons.

Keywords: Information on the scientific and theoretical foundations of speech, speech forms speech competence, speech styles, speech communicative qualities basic requirements of speech vocabulary work on speech literacy dictionary.

INTRODUCTION:

In fact, it is safe to say that this sentence is based on preparing our children for the future, paying special attention to them, introducing advanced and modern methods of education, further raising the level of knowledge of teachers and other relevant issues.

Nowadays, in the teaching of Uzbek language in the primary grades of Kazakh-language schools of the country, it is expedient to gradually develop the speech competencies of students so that they can speak clearly and fluently in Uzbek. One of the main goals of

teaching is to teach students to speak in this way - to develop their oral speech.

The program focuses on speech development. It is important to note that unless speech development becomes an integral part of all topics, its effectiveness cannot be relied upon. In Uzbek language classes, students are often caught, stopped, unable to pronounce a word clearly, and sometimes when writing, letters, syllables, and words fall due to physiological conditions ladi.

MATERIALS AND METHODS:

What do we mean by a competent approach? The word "competence" is derived from the word "to compete", which means "to compete", "to compete", "to compete". Literally translates to "competitiveness". According to scientific, pedagogical and psychological sources, competence is a very complex concept, which is common to many, many disciplines. Therefore, his interpretations are different in terms of volume, content, meaning and logic. The meaning of the term is also described on the basis of such concepts as "efficiency", "adaptability", "success", "success", "comprehensibility", "efficiency", "learning", and "quality", "feature", "quality". In the descriptions of the concepts of "COMPETENCE", "COMPENTENCE" special attention is paid to the following:

- Practical application of the set of knowledge,

- Learning characteristics of the person, qualities,
- Measure of readiness for practical activities,
- Ability to solve problems, achieve the desired results in practice,
- Integrity of knowledge, skills, competencies that ensure the professional activity of the individual,
- Active (applied) training, knowledge, experience set,
- A person's goal-directed emotional willpower.

The main purpose of teaching Uzbek in schools with foreign languages at all stages of education in the Republic of Uzbekistan is to develop communicative competencies in Uzbek for students to work in everyday, scientific and professional fields in a multicultural world. Consists of including the establishment of additional circles, additional gaps in order to do more exercises in the development of children's speech competence. Uzbek language communicative competence is the ability to apply the acquired knowledge, skills and abilities in the Uzbek and other foreign languages in the process of communication. Competencies are divided into the following groups:

Linguistic competence:

Knowledge of the language material (phonetics, grammar, vocabulary) and the acquisition of skills in the types of speech activities (listening, speaking, reading and writing). Sociolinguistic competence allows the speaker to choose the desired linguistic form, method of expression, based on a particular speech situation, mummified purpose and desire.

Sociolinguistic competence includes socio-cultural competence and includes the ability to present the national characteristics of authentic speech: customs, values, rituals and other national cultural features of the country

in which one lives and to compare the language with the country being studied. Pragmatic competence refers to the ability to get out of difficult situations by asking, apologizing, etc. when there are misunderstandings in a communicative situation in the foreign language being studied.

Discourse competence has been incorporated into pragmatic competence. This implies the expression of ideas through competence or in written speech through appropriate linguistic means. Proper and effective organization of Uzbek language classes in the primary grades of schools with Kazakh and sister languages of instruction depends on the age of the students and the level of knowledge, the content, consistency of assignments and depends on the methodical construction of the canyons. Students plan lesson construction as part of assignments, in some cases making certain changes to them.

They use additional materials that they have developed. It is important to develop and apply a system of learning tasks aimed at understanding the meaning, pronunciation and spelling of lexical units used in textbooks, to develop students' speaking skills in Uzbek language classes. is important. Additional educational assignments and types of work are done based on time and ability of students.

CONCLUSION:

In conclusion, each word is absorbed into speech only as a result of the implementation of separate types of work as a backup that can serve for the four types of speech activity. It should be noted that in schools with Kazakh as the language of instruction, primary school students should be more involved in speaking and speaking in the Uzbek language in order to develop their speaking skills in Uzbek. The use of multimedia in the narrative process is one of

the most effective ways to achieve the expected result.

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