

IMPROVING THE METHODOLOGY OF DEVELOPING LITERARY AND SPEECH COMPETENCE IN 8TH GRADE STUDENTS

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Annotation

The scientific-theoretical justification of the development of the structural components of students' speech competence, the development of oral and written speech, the independent expression of one's opinion, the development of a creative approach to creating a text, and the acquisition of speech culture is one of the most important and relevant topics today. It is on the topic of improving the methodology of developing literary and speech competence in 8th grade students.

Keywords: speech, oral and written literacy, speaking skills, speaking competence, exercise, study assignment

Speech competences have a special role in improving the quality and effectiveness of their lessons. Independent performance of exercises on the topic, drawing correct conclusions from sentences and the content of texts as part of the exercise, retelling the content of the original idea understood from the text through listening and understanding, and speaking and writing based on the norms of literary language, it is necessary to freely express his speech in oral and written form. As the way of interpreting and understanding literature, it is obvious that stylistics play an important role in teaching process. It means that linguistic-stylistic technique plays an important method not only in poetry world but also in teaching. The two combination provides an opening development in oral speech of students as well gives teachers numerous different uses of how to teach writing, speaking and studying under a creative way. Its main role in pedagogical methods concerning linguistic-stylistic links defines as use of stylistic expressions in oral which analyze its purpose of teaching and learning comparatively. In analyzing and using these linguistic links to the literature purposely will help the students and people in all to improve their communication skills as they will get more information about language components in literature which they can be familiar to various languages. It is worth noting that creating both literary awareness to understand its use in contexts and apply to it combining linguistic knowledge in certain stylistic skills. Stylistics is a subdiscipline which is belonged to as a branch of Linguistics. Stylistic patterns are linked to recurring examples used in speech or writing, it either focuses on interpretation of a literary or emphasizing the context more. In other words, stylistic patterns tend to look for meaning in a communication how to perceive the result of sense of state by speakers. In the classroom teachers are always in the center of teaching, so they certainly search for appropriate principles to improve learners' oral speech by using different styles but communicative language teaching is based on a number of typical characteristics of communication process under linguistic approaches with stylistics. Teaching stylistic tools as the main concepts in language can answer to some keys of improving communication of learners sufficiently. The emphasis is put on the meaningful and motivated use of language by the learners who

communicate in order to achieve a certain goal. Language for learning is derived from communicative experience in a variety of real-world situations. After all, "in order for our youth to become independent thinkers, have high intellectual and spiritual potential, become people who are equal to their peers on a global scale in any field, and become happy, our state and society must use all the strength and We will mobilize our capabilities"¹, to the methodology of teaching the mother tongue, the subjects of the educational process are able to compete with the world's youth, who can listen and understand various information, express their opinions in a meaningful way, and ask clear and meaningful questions. It is important to educate students who have the ability to study and read attentively, follow the orthographic rules in the process of writing, draw the necessary conclusions after reading various information and information, and have their own position. and sets an important task. Speech culture is formed in this process. Speech culture from daily simple greetings to young people to whom?, why?, when?, where?, how? teaches the secrets of communication before speaking; it is also of great importance in understanding the laws of oriental manners and the art of beautiful recitation"². It is clear that the most important task in mother tongue classes is to develop students' speech culture, speech skills, independent, is to develop creative, logical thinking and to develop participation in communication using correct, appropriate words in various speech situations. To teach students to work with a spelling dictionary on the spelling of words, to learn and remember when performing copying and writing exercises, to work with explanatory dictionaries on the semantic structure of words, a dictionary of homonyms and synonyms is to teach how to work with horses. For this, if he devotes time to the final part of the lesson, pays special attention to reading and writing exercises, speaking competences will improve. Of course, this process requires the teacher not to be limited to a single textbook, to search, to work with additional scientific literature, to use modern and advanced methods. The fact that it is necessary for the teacher to take a serious approach to the lesson in the development of students' speaking competences is highlighted in Sh. Sariyev's research work. "According to the teacher's reading model, students learn to read correctly and expressively. In order to read the text in the lesson, the teacher must carefully prepare, strive for a deeper understanding of the content, and understand the meaning of the text. must decide how certain parts should be read. After the teacher explains how to read certain sounds, syllables, words, students read the text in turn. The teacher follows them , will go straight". If the teacher teaches to read the word as in the brochure, to pay attention to intonation and stress while reading the words, to pronounce the lexical units in the sentences clearly and fluently, the activity of acquiring the reading technique of the students will change to active state. Repetitive reading is an effective speaking activity in mastering reading techniques. A text read once may not create enough understanding and knowledge in the reader. The interesting organization of reading activities directs them to acquire deep knowledge. Regular reading of books, scientific and fiction literature contains specific motives. To broaden this branch from linguistic competence includes vocabulary, language conceptions (grammar structures, punctuation, spellings) and syntax (sentence structure) that plays more deeper to construct the linguistic competence in communication which demands in terms of choosing the right strategies to raise the awareness of overcoming language gaps, planning and assessing effectiveness of communication, achieving conventional fluency, and modifying the audience and purpose. However, let's take into consideration of two principles of linguistic and communicative competences. The goal of the teaching speaking in a language class should be to encourage the

acquisition of the communication proficiency and to foster real English communication in and out of the classroom. The teacher should present activities which were meaningful to students and which would motivate them to become committed to sustaining that communication to accomplish a specific goal. It followed that the objectives of developing oral proficiency would address this goal by setting for specific content, activities, and methods fostering communication. Other indicators were shown in the classroom atmosphere. During the teaching learning process, the students were not enthusiastic and interested in joining the learning activities. Only a few students had great willingness to speak up voluntarily. When all the students spoke together, it got too noisy and they just ended up chatting in their own language. Moreover, when the time of teaching and learning conducted after break time, they look tired and show a low motivation to join the teaching and learning process. For instance when the teacher asked them to come forward to have speaking practice with their friends, they refused it. Language is one tool and a person uses well bringing about a state of understanding is linguistic competence. Having a sizable vocabulary and command over syntax are typical markers of linguistic competence. Language competence is useful to communicative competence but not sufficient. So, both concepts are certainly based on provided language combining most versatile tool of communication. But in the last, language serves communication. It is likely to compare hammer-wielding skills to building skills. To have building skills, you better be able to use a hammer. But having skill at hammering a nail doesn't necessarily mean you have building skills. Also, we can see the difference between competence and ability owing to talk, learners need both psycho-physiological mechanisms and socio-linguistic skills leading to perform diversity performances in the classroom which encourage them to use varied pedagogical tools under stylistic devices such metaphor, metonymy, oxymoron or irony to show how effective pedagogical methods would be based on literature . Short, M., B. Busse and P. Plummer have identified how native speaker-English teachers strive to combine the two of language and literature on purpose of creating literary productivity by addressing stylistic means. The aim of using them in communication to emphasize further intensification of emotional and logical state in the speech. Other factors causing the students' low speaking proficiency were the English teaching materials and the teacher's teaching technique. Students mostly learnt through students' worksheet which contained more written tasks and less speaking practice. During the speaking lesson, the teacher asked students to do the exercise in the worksheet individually. Sometimes they just cheated from other students' answers and copied them. If there was a dialogue, the teacher asked them to complete it and read it in front of the class. This technique was considered ineffective to enhance their speaking ability. From the situation stated above, the researcher assumed that English teaching and learning process should be improved in order to enable the students speak English better. Communicative games were expected to be able to be the alternative in teaching speaking. It is expected that by using communicative games the students can improve their speaking proficiency.

In conclusion, this article is based on an empirical study to review the strategy that has shown the differences between linguistic and literary stylistics. Both of these approaches make fundamental use of linguistic methods and theories in their analysis. Their goal is mainly neutrality. The purpose of this is to use different stylistic sentence structures in the main linguistic framework, which is aimed at developing students' sources of oral communication during the lesson.

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