



Journal Website:
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Research Article

PROBLEMS WITH THE DEVELOPMENT OF SPEECH SKILLS AND THEIR CAUSES

Submission Date: September 20, 2023, **Accepted Date:** September 25, 2023,

Published Date: September 30, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-09-41>

Jakbarova Mahliyo Ibromjonovna

Lecturer Of The Kattakurgan Branch Of The Sharaf Rashidov Samarkand State University, Uzbekistan

ABSTRACT

The article discusses the application of methodological recommendations for the development of speech skills in practice, the organization of exercises for memorizing prose texts that have didactic significance for a student in order to teach him to speak fluently and expressively, the organization of exercises for reciting by heart, the analysis of the existing state of students' speech skills.

KEYWORDS

Experience test, experience selection, speaking, text, wise word, phrase, proverb, phonetic exercises, syntactic exercises and tasks, linguistic exercises and tasks, formative experience.

INTRODUCTION

As a person works in social life, it becomes necessary for him to acquire skills such as communicating with the team, conveying his opinion to many people, reporting, calling. In this sense, starting from secondary schools, the development of students' speaking skills is one of the main issues. In the general secondary education stage of the educational system, the

formation of the skills of students to work independently on the basis of the subject of their native language, to express their thoughts fluently and effectively in oral and written forms is today's education. is the main task. After all, special importance is required to educate students as enlightened, in a word, well-rounded individuals.

In recent years, special attention has been paid to the development of speaking skills and competences in mother tongue education. In particular, the ability of students to express their thoughts fluently in oral form is very necessary for social life. It is good to use effective methods of teaching foreign languages, foreign experience, but mother tongue education has its own subtleties that can be developed based on internal opportunities and practical experiences. In order to speak fluently and effectively in Uzbek, it is necessary to learn the effective use of paremies, aphorisms, phraseology, wisdom, hadiths and narrations, because from political speeches to simple household conversations and individual speech in circles, all of them have passed the experience of the people. proverbs, aphorisms, and figurative expressions are used that the interlocutors understand in one sentence. This is it study The materials are certainly educational assignments through to the skill is converted .

In pedagogy OR Rozikov, IE The Davronovs also studied the problems of developing the student's educational activity and increasing the student's activity through educational assignments . In this regard, r us pedagogues AN Leontev, JA Ponomarev, SL Rubenstein, Australian scholar Jacques Richards researched instructional tasks in the teaching of English as a mother tongue and as a second language . His approaches to the description and classification of educational tasks are used worldwide [2].

FIBuslayev writes: "The first and most important thing is to develop the practical ability to understand what is expressed by the forms of

speech and to use them correctly, that is, as educated people say, through oral and written exercises. "we form in the student the ability to easily understand conversational and written speech forms" [3].

In this regard, methodist K. Mavlonova integrates the skills of working on the most complex text, reading it, understanding it and, most importantly, creating a text, in accordance with today's approaches to mother tongue education, with the science of literature. developed educational assignments .

Therefore, the most important issue today is to bring mother tongue education closer to life, to strengthen its practical importance. The linguistic landscape of the world and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value and not as a mere subject, students will naturally develop deep thinking and national pride. Then students will be more interested in learning their mother tongue. Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of educational tasks of a pragmatic nature. In native language classes, students learn the rules of the language based on questions and assignments . The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In mother tongue classes, they not only teach understanding, comprehension, speaking, writing essays, but also make sure that the mother tongue is a living and natural language if

they are directed to educational literature through assignments.

Exercise is the most ancient it's winter method . He is human of activity all in the fields is used . Linguistic exercise - learned _ knowledge and activity methods study cases app reach is the way or exercise a particular action or activity one how many there is exactly repetition through that's it from training intended skill and to qualification have to be process ; assignments while of a person , including a student undertake topic on the surface reinforcement , received knowledge to try in order to one times perform for to be given work , task _

Sh. Abdurayimov said that special attention should be paid to the form and methodology of assignments used in the assessment. Pedagogical supervision is carried out in the form of written work, interview, laboratory work and tests. These forms are actively used in the educational process to evaluate the student's BKM, but the format, content, number and methodology of the tasks used in written work, interviews, tests are different, therefore, based on the purpose of evaluation, they are different for the formation of tasks. it is necessary to approach with attention, to choose its own methodology. In the actual educational context of general secondary education, students' knowledge, skills, qualifications, competencies are checked and evaluated mainly with the help of test assignments. However, despite nearly 30 years of experience in using the test in the educational system, the test methodology has not been

improved. "Test" means only closed tests - tests with four alternative answers .

So , study _ assignment teaching and reading need according to the study of the material changed is the form Study _ assignment by means of of children single , differentiated , general class works organize will be done .

Linguistic invariant composition of exercises . Linguistic exercises another to systems like _ complex of the elements consists of Any _ of the system elements essence in terms of two different will be : permanent - primary , variable - secondary level . The system , i.e in case linguistic exercises all to the elements according to analysis reach is imperative . Therefore , linguistic _ of exercises main elements his structural parts as analysis we do

G. Hamroyev : " For some reason today's until the day pronunciation and in spelling problems decrease instead of in development continue is doing Speaking competence formation point of view from the point of view , especially phonetics in teaching strengthening study material calculated exercise and assignments categories from the essence come out , didactic in terms of differentiate and improvement it is necessary emphasizes .

Lesson topic reinforcement , theoretical knowledge in practice apply in order to to the topic suitable respectively exercises is given In textbooks note as done , " Each topic according to various exercises brought , they literate to write

and pronunciation to do and written of speech different from styles right and appropriate use order in learning that's it in the field necessary practical skills harvest to do help gives ".

Methodist scientist M. Saidov education content during study assignments three type and them _ mutually differentiates _ Including teachers _ own the work the concepts of " exercise ", " assignment " and "problem" in their activities mixing to send emphasizes . Initial two term about mother language teaching in the methodology two different to look there is G.Azizov , O.Botirov etc exercise of the assignment one Y.Gulomov , H.Rustamov , B.Mirzaahmedov _ _ _ _ him teaching method as interpretation they do

M. Saidov pedagogical sciences doctor " Practice is also learning " by A. Gulomov of the assignment one form of teaching one fragment , it is mainly exercise provided own expression to find assignment to exercise than narrower the concept express confession is enough ."

G. Hamroyev while assignment exercise own into that he will get it different the approach before push , assignments the student directs , in practice while such feature there is not exercises _ qualification harvest to do for service will do _ the idea before pushes _

Assignments and exercises are linguistic and speech competence to form , knowledge to get service does , therefore for their use also determine their places very important _

Linguistics exercises speech of skills development service does , especially phonetic _ exercises . Uzbek _ in the language vowel sounds to express and pronunciation to do with connected problems there is Any _ speech speaker _ this to the problem face will come For example , o' - u and e- i the vowels words in the composition right pronunciation do it can't get student beautiful and impressive speech speak up ca n't

Also in students _ speech speaking skill development for of passers-by preparation study level as well must will be In this regard to them the following questions with appeal and answers _ generalization the problem eliminate to do closely help gives :

1. Does the school provide special speech training for the student?

Answers (exactly quoted):

2. What do you mean by speaking?

3. How many students in your class can speak freely on a given topic?

4. What tasks do you give students to prepare speeches?

5. Do students of the upper classes also receive assignments on the composition of scientific and formal speeches?

6. What recommendations do you give to the student on preparing a journalistic speech?

7. Is it correct to memorize prose texts to students, what are the pros and cons of it?

8. What criteria do you consider when choosing a text?

9. What do you think are the main stages of teaching a student to speak meaningfully and effectively?

10. Is literary pronunciation important in speaking or is it enough to express an opinion?

In conclusion, it can be said that developing the student's speaking skills through mother tongue lessons is not the right approach. Because the student comes to school learning to speak, that is, the speakers of the language learn to speak in their mother tongue in the family circle at home. At school in the student speaking, speech speaking qualification development necessary. Of this for, first of all, methodical supply by creating get it is necessary. Read the student smooth and impressive speech to speak to teach for to him didactic importance big has been prose memorizing texts and from memory sorry telling to give exercise organize reach, this in progress which one sounds say if not phonetic exercises, vocabulary exercises, orthoepic exercises present reach need. Also speech effectiveness increase for to the student proverb, saying, expression and aphorisms memorization and them participating sentences make up according to syntactic exercises perform it is necessary. Of these all one to the system methodical supply harvest will be. Manashu processes pressing past, continuous exercise did student smooth and impressive speech speak up takes.

If we look around, in many advanced countries, the content of education in the mother tongue has been radically updated. "In the course of the educational content, the knowledge presented to the students should be able to satisfy their social needs, encourage them to be creative and creative."

Students' creativity, independent thinking skills. It was necessary to fundamentally update the content of the mother tongue education, to adapt the educational materials to the needs of the time in order to teach the formation, the correct and fluent expression of the product of thought in oral and written form in accordance with the conditions of speech. In doing this, of course, educational tools are important. To date, a number of school "Mother tongue" textbooks have been created, but it is necessary to reflect on the question of whether all the educational materials in them meet the requirements. Professors Hamid Ne'matov and Askar Ghulomov properly justified the current state of mother tongue education, what needs to be done to improve it, and what should be taught to students through a serious analysis.

who can compete in the world is an urgent task facing mother tongue education. is more dependent. It should be noted here that today's goal of mother tongue education does not require textbooks to be the main teaching tool in classes. Both the teacher and the students should refer frequently to the "Information Bank" materials (dictionaries, reference books, dictionaries, notes, etc.) related to the essence of the specified topics. Unfortunately, although it has been more

than two decades since the content of mother tongue education has been updated, most of our school teachers still only use textbook materials.

In mother tongue education, in particular, in speaking teaching, the question of the influence of dialect speech on literary language speaking is the main problem that needs to be solved. There are 9 different pronunciations of the vowel in the local language. Most native language teachers do not make the distinction. In fact, the teacher

should strictly teach in the literary language. This aspect should be taken into account in textbooks.

In "Mother Tongue" textbooks [i] Although important information about the pronunciation and spelling of vowels is given, some debates arise in the process of teaching speaking. in Uzbek [i] is not pronounced as in Russian. At this point, it is necessary to distinguish between the pronunciation and naming of letters representing sounds.

Table 1.2

The main problems encountered in teaching speaking

Speaking	Lexicon	Intonation	Logical	Technician	Stylistic
yes	Use of synonyms	Using poetic text	Use word stress.	In the use of non-verbal means	When saying adverbs
Whoah	Use of expressions	In a formal speech tone	Speech stress	Gesture	In using words
Yes _	In the use of proverbs and figurative expressions	In the tone of artistic speech	Syntagma	Gavda movement	In punctuation
I i	From modal words	In the tone of a solemn speech	Punctuation marks	Hand movement	In visual media
Huh	When using exclamation s	In the tone of a motivational	Joint	condition	Use of the term

		speech			
--	--	--------	--	--	--

A systematic approach to the following factors is required when preparing a student for speaking:

To be able to pronounce the unique sounds of the Uzbek language. Practice on hard-to-pronounce vowels and consonants. The exercises in the form below form students' ability to pronounce correctly. In native language classes, with the presence of a teacher or through audio-video recordings, students should listen to the original pronunciation of hard-to-pronounce sounds and repeat them themselves.

Dry memorization of theoretical material to the student does not have a positive effect on the development of his speaking skills. On the contrary, it is correct to use theoretical information as a means of helping to form skills such as literary pronunciation, spelling literacy,

increasing vocabulary, ability to work independently and creative thinking.

REFERENCES

1. Hamroyev G'. Methodology of creating educational assignments from the mother tongue. - Tashkent. Wise Zia. 2021. 154 p.
2. Yoldosheva D. The didactic basis of setting educational goals based on the requirements of the national personnel training program. - T.: Fan, 2006. - p. 11.
3. Ghulomov A., Nematov H. Content of mother tongue education.-T.: Teacher, 1995. - p. 27
4. Abdurayimov Sh. Assessment of reading comprehension skills in mother tongue education "Nodirabegim" publishing house - Tashkent - 2021 . 126 p.