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Research Article

PROBLEMS OF THE DEVELOPMENT OF SPEAKING SKILLS AMONG STUDENTS THROUGH THE TEACHING OF THE UZBEK LANGUAGE IN FOREIGN LANGUAGE CLASSES

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Tangatarova Sahibzhamal Abdullayevna

Researcher At Tashkent State University Of Uzbek Language And Literature Named After Alisher Navoi, Uzbekistan

ABSTRACT

The article discussed the issue of developing students' conversational skills while improving the teaching of the state language in schools where instruction is conducted in Russian, in which, mainly, the specific approaches of scientists of our country and the world to language teaching were touched upon. Along with this, the advantages of the competence approach in teaching Uzbek as the state language were emphasized, conclusions were drawn about the formation of speech skills and abilities among students, the rejection of grammar in teaching the state language.

KEYWORDS

State language, language training, second language education, grammar, speech competence, speech skills and competencies, comparative teaching method, speech skills.

INTRODUCTION

It is known that the status of each language at the state level depends on a number of factors, such as its socio-economic position in the region, geographical and political situation. For example, if we take into account that general secondary education in Uzbekistan is conducted in 7

languages, among which Kazakh, Kyrgyz, Turkmen, Karakalpak languages are sister languages belonging to the same family, Uzbek is considered as a foreign language. It seems that the use of the term "teaching" is inappropriate.

Professor H. Mukhitdinova stated that at the moment, representatives of different nationalities, even Uzbeks, are studying in Russian-language classes, and most importantly, representatives of these different nationalities were born in Uzbekistan and live in our republic. If it is taken into account that the Uzbek language is not a second language or a foreign language, it is obvious that it is appropriate to teach it as a state language [3, 45].

We can agree with A. Kitaygorodskaya's following comments regarding the imparting of grammatical knowledge with a unique consistency: "Certain grammatical events should be expanded and systematized from lesson to lesson. This is due to the essence of grammatical events. For example, a certain tense of a verb if the form is taught in one lesson, then in the next lesson they will be summarized, and then they will be explained in comparison with other tenses. Some grammatical information, for example, the meaning of adjectives and adverbs, can be explained in one way in one lesson, but their complete learning requires continuity. This distribution of grammar gives students the

opportunity to easily connect some linguistic events and understand the language as a whole system" [6, 10].

In second language teaching, if grammatical information is interrelated and explained based on the language learners' knowledge of the mother tongue and reinforced by translation exercises, it is easier for the learner to understand his own mistakes. Therefore, in teaching Uzbek to Russian-speaking students, it is important to compare grammatical forms with their mother tongue, to distinguish similar and dissimilar grammatical forms, to thoroughly explain the essence of different phenomena and to correct them in speech. It is very important to develop the skills of application. J. Jalolov stated that the development of reproductive skills and the elimination of the negative influence of the mother tongue in the composition of exercises aimed at the formation of grammatical skills "replace grammatical operations and thinking operations that occur due to the mother tongue, change systems and methods of selection achieved by using" [2, 45]

T/r	Problems in students' development of speaking skills	Suggestions
1.	Lack of vocabulary	Memorization of prose and poetic texts
2.	Not being able to pronounce Uzbek sounds correctly	Systematic use of pronunciation exercises
3.	Insufficient listening comprehension exercises	Systematic and step-by-step work on audio and video materials
4.	Not understanding the meaning of words	Encourage the use of explanatory and other necessary vocabulary

5.	Lack of pronunciation exercises	Active use of multimedia pronunciation exercises
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In the educational programs of the Uzbek language for schools of the general secondary education stage, where education is conducted in other languages, it is noted that the teaching material for each subject is given in the following order:

- speech topics;
- speech devices or models;
- grammatical, phonetic, word formation and spelling tools;
- literary reading materials (behavior in lower classes) [8, 264].

R. Yoldoshev stated that most Russian-speaking students do not combine words into syntagms from the beginning of the speech process in the process of composing Uzbek sentences, but at first "start speaking" by forming each word form separately. Later, depending on the formation of the ability to compose a sentence, they move on to speaking using meaningful parts" [1, 46-47].

AAReformatsky, writing about the practical value of the comparative method, expressed his agreement with the following thoughts of the Czech linguist Z. Oliverius: "Teaching a foreign language always begins with the explanation of similar, close elements between the mother tongue and the language being studied." (7, 40-52). According to them, the main purpose of comparison is to use the positive influence of the

mother tongue and to reduce as much as possible the amount of interference caused by its negative influence .

At this point, G'. Hamroyev's comments about the advantages of the comparative method in mother tongue training are also worthy of attention. In it, the scientist recommends teaching native vowel sounds by comparing them with Russian and English sounds. He also suggests the issue of cross-linguistic accent to be taught in a comparative way [4, 103].

Kh. Mukhitdinova stated that it is natural for Russian-speaking students to compare Uzbek phenomena with their native languages, and identifying similar and dissimilar phenomena in these languages allows them to use Uzbek language tools in speech. helps to understand and apply. Therefore, the teacher should compare the Uzbek and Russian languages during the course of the lesson and explain as widely as possible the proportional and unbalanced language tools in both languages. However, explanations in Russian should be avoided as much as possible, because conducting Uzbek language classes in Russian reduces the desire to master the Uzbek language [3, 102].

It is desirable to teach national values in Uzbek language classes, to use Uzbek names as much as possible in dialogue texts. Personal names also have their own problems. The dictionary of Uzbek names is published, there is an electronic version

and mobile application forms. It is good to use Islamic names, but where is the Uzbek language used?! It is known that choosing a name is voluntary, but it is time to create a dictionary of Uzbek names and bring it to the people. Favorite words that are actively used every day

A person's name and name words are considered appropriate. Only people in distant villages ask each other "what is your horse?" Far from the center, people in villages call their dear children with Uzbek words: Tangriberdi, harmonious, steady, Tilovberdi, beautiful, Barchinoy, Otabek, Oybek, Ulugbek, iron, silver, diamond, Like Gold, Toshbek, Torabek. It should be noted that Otabek and Kumush, the main characters of Abdulla Qadiri, are pure Uzbek names. The following texts can be used to promote the Uzbek language as a state language:

"It should be noted that the department coordinating all activities related to the improvement of the state language has established a control system for conducting work in the Uzbek language. In the deputy status introduced in each ministry and public organization, the leading advisers on issues of ensuring compliance with the laws on the state language, first of all, in the internal and external

areas under the jurisdiction of the ministry, organizations, such as announcements, counters, slogans As for the study of compliance with the rules of the state language, the next tasks are to regulate the keeping of documents in the state language, as well as to determine the levels of knowledge of the state language of employees, and to regulate the use of terms related to the field.

From the initial observations, it became clear that the use of the Uzbek language in all spheres of work, as well as the harmonization of industry, finance, military, banking, customs and justice with the law on the state language, will also carry out some scientific research. requires special attention to the state language. For example, taking into account the large number of private firms and enterprises, there is a great need for naming services and the help of linguists.

The scientist rightly pointed out, because the student of the state language or the second language learns mainly during the activity in the class. He learns basic pronunciation skills from the teacher."

The use of external advertising materials in Uzbek language classes also has a good effect. This can be done as follows:

T/r	Disclosure of advertising	Preparation of advertising text
1.	Provide examples of advertising banners for students to look at and understand (they are given	Preparation of advertising texts for small posters at the level of legal requirements (in Uzbek and Russian)

	sentences in two or three languages)	
2.	Learns video commercials based on listening comprehension	Making an audio and video commercial using a mobile phone
3.	Learns how to respond to advertising materials from Internet publishers	Preparation of the text of the announcement for the Internet
4.	Learns to analyze advertising materials from newspaper materials.	Preparation of the text of a small advertisement for the newspaper

As the Uzbek language is taught as the state language in the republic until today, most of the graduating students of the class cannot express their opinion orally and in writing. Because the students did not practice during the training. There are not enough phonetic exercises in the "Uzbek language" textbooks.

CONCLUSION

In conclusion, it can be said that the issue of improving the methodology of teaching the national language in schools where education is conducted in other languages is urgent, and in order to develop the education of the national language, it is necessary to coordinate the unique approaches of our country and world scientists to language teaching. In addition, it is necessary to demonstrate the advantages of the competence approach in teaching the Uzbek language as a state language and prove it in practice. In the education of the state language, as in the teaching of the mother tongue, it is appropriate to move away from grammar and to follow the path of formation of students' speaking skills and competences.

In the teaching of Uzbek language in foreign language classes, it is necessary to work on the text, to make effective use of special texts that introduce the Uzbek national values and traditions, culture, and local history materials. Of course, using the best samples of national painting, music, and literature in classes to make students interested increases the effectiveness of the lesson. It is effective to choose meaningful texts about travel lessons, about nature or historical monuments, about museums and other artifacts, and to present them to students, to write down in short sentences about what they have heard and seen, and to form collective and individual exercises.

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