

WAYS TO IMPROVE STUDENTS' SPEECH COMPETENCE

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This article discusses several methods and tools for developing students' speaking skills. Situations that provide an opportunity to analyze and evaluate student activity, situations aimed at analyzing solutions to problems and decisions, situations that represent a decision or a holistic problem. The teacher should constantly introduce such innovative methods into the lesson process and plan them in advance. It is argued that the lesson should be properly organized, taking into account the capabilities and needs of the student, without limiting their collaborative activities.

INTRODUCTION. The methodology for developing students' speech competencies allows them to think independently, participate effectively in communication, and express their opinions. This process requires interaction between teachers and students, and as a result, high-quality education is achieved. Thus, the state law strengthens students' independent thinking, observation of written speech, and active participation in the educational process. It is also necessary to pay special attention to the age, physiological, upbringing, individuality, significance in it, and talent of students.

Another innovative method is the "Case-study" technology (in English "case" - method, "study" - problem situation) - situational analysis or analysis of problem situations. This method develops in students an interest in mastering the subject, practical skills, the ability to analyze the situation and make the right decision, and creates an opportunity for their active acquisition of knowledge based on various problem situations and their analysis. An effective "Case-study" must meet the following requirements: represent typical situations related to business, culture, education or other areas, be relevant today, develop analytical thinking in students, create an opportunity to organize a debate, have several solutions,

decisions. Here we would like to talk about the types of cases. Cases that provide an opportunity to analyze and evaluate student activity, cases aimed at analyzing the solution of a problem and decisions, cases that represent a decision or a holistic problem. The teacher should constantly introduce such innovative methods into the lesson process and plan them in advance. The lesson should be organized correctly, without limiting the capabilities and needs of the learner and their collaborative activities. The group you choose may need to work with a computer. You may need film, video, slides, handouts, audio tapes, drawings and posters. For example, I have 2 groups of first-year students. But my students in group "A" have sufficient listening and comprehension skills in English. I organize various games and exercises using more audio tapes in the lesson. When I play audio tapes to my students in group "B", it is difficult for them to understand the meaning of the sentences. They have more visual learning. Therefore, I give my group "B" students videos (with subtitles), written, gesture dialogues, and exercises during the lesson. Slides and videos are very useful for them, but in each assignment of each lesson, I also give my group "B" students 2 minutes of listening comprehension exercises.

In order for the teacher to be able to see and imagine each lesson as a whole, as I mentioned earlier, he must design the future lesson process and draw up a technological map. Of course, for each lesson, the map is drawn up based on the characteristics of the subject being taught, the capabilities and needs of the student and the students. In order for such a project not to be difficult, the teacher must be aware of pedagogy, psychology, special methods, pedagogical information technologies, and also know many methods. In traditional education, information is naturally the basis of teaching. However, the main source of information transfer is the teacher's experience, in this process he is the leader, the dominant, that is, he seeks to convey knowledge to students orally during the main part of the lesson. The teacher is the only one who is active, and students in this situation become poor listeners. Their main task is to listen to the teacher, write down where necessary, give reasonable answers when asked questions, and speak only in rare cases when allowed. By introducing pedagogical technologies in the educational process, the teacher creates conditions for the development, formation, acquisition of knowledge and upbringing of the learner. Therefore, the role and role of interactive methods, which are considered modern teaching methods in the training of qualified professionals in higher education institutions, are very large. Knowledge, experience and interactive methods of pedagogical technology and pedagogical skills ensure that students acquire knowledgeable and mature skills.

The conclusion is that the role of the innovative methods used in increasing students' interest in science and eliminating boredom is incomparable. All pedagogical technologies used have their place and effectiveness. When using modern pedagogical technologies, planning the educational process in advance, taking into account existing opportunities and conditions, and rational use of teaching methods contribute to the development of the lesson process to higher heights. Speech competence is the ability of people to carry out speech activities. It includes not only knowledge of the language, but also its effective and purposeful use. Developing students' speech competences prepares them to think independently, express their thoughts and effectively participate in communication. Here we will give recommendations from the methodology for developing speech.

Communicative Education: this involves offering students the opportunity to develop their speech competences through communication-based activities. Students freely express their opinions through group discussions, role-playing games and debates.

Interactive Teaching Methods involve the use of interactive methods that encourage students to actively participate. For example, teaching through presentations, multimedia materials, and online platforms is considered.

To Develop Written and Spoken Speaking, students are given various tasks to develop their written and spoken speaking. For example, writing essays, telling stories, or preparing presentations are recommended.

Analysis and Evaluation involves analyzing and evaluating students' speech to identify their strengths and weaknesses. This process provides students with the information they need to improve their speaking skills. Encourage students to exchange ideas in the exchange of ideas. This helps to develop their speaking skills and provides an opportunity to learn from each other. **Training for teachers:** Training teachers on the methodology for developing speaking skills. **Resource development:** Creating various guides, games and interactive materials for students. **Innovations in the teaching process:** In addition to traditional lessons, using innovative approaches in the teaching process. The formation of such skills is mainly formed by working on texts. For this, special exercises and assignments on the text should be given. In particular, fairy tales, poems and riddles, including texts used in native language lessons, prevent students from getting bored during the lesson and ensure their independent mental activity. Initially, it is necessary to give students an understanding of the texts being studied and explain their role in developing speech. In order for the student to understand small texts well, it is first necessary to read

the text carefully and understand what is being referred to. Exercises and tasks should be given in stages, from simple to complex.

There are several resources for developing speech and they can consist of the following types of materials and tools:

Books and Manuals on Speech and Communication: Books aimed at developing speech skills in Uzbek and other languages. **Written and Oral Speech:** Manuals on writing essays, telling stories and preparing presentations.

Online Platforms: MOOC (Massive Open Online Courses): Free courses on speech and communication in Uzbek and other languages. **YouTube:** Videos and lessons on developing speech skills. **Multimedia Materials:** Podcasts: Podcasts and interviews aimed at developing speech competencies.

Video Presentations: Video lessons designed to teach speaking skills.

Interactive Games: Speaking games: Online or mobile applications that help develop communication and speaking. **Role-playing games:** Games that encourage students to communicate in different situations.

Seminars and Trainings: Events: Seminars on developing speaking competencies held in schools or educational institutions.

Discussion groups. Discussion groups: Groups that encourage the exchange of ideas between students and teachers.

Digital Resources: Mobile applications: Applications aimed at developing speech skills, for example, games and tasks that improve speech skills.

Through these resources, students have the opportunity to develop their speech skills and participate effectively in communication. By expressing their thoughts in the form of a text consisting of 6-7 sentences, their independent, free thinking skills are formed. By composing a text, students not only develop their thinking skills, as a result, their written speech skills are further developed.

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