METHODS OF IMPROVING SPEECH SKILLS IN HIGHER-GRADE STUDENTS

Kambarova Dilnoza Musakulovna
Lecturer, Department of Applied Sciences, 3rd Faculty of English,
Uzbek State University of World Languages

ABSTRACT

This article is devoted to the importance of developing speech skills in high school students and methods of effectively organizing this process. The formation of students' speech skills plays an important role in the educational process, as it not only develops communicative culture, but also increases critical and creative thinking. The article analyzes such effective methods as role-playing games, discussions, analysis of literary works, interactive exercises and creative tasks. These methods help to develop students' oral and written speech skills, which has a positive effect on their future personal and professional success.

Keywords: Speech skills, high school students, communicative culture, role-playing games, discussions, critical thinking, creative tasks, speech techniques, educational methods.

INTRODUCTION

Speech competencies: listening comprehension, hearing, reading, writing are developed in almost every native language lesson. One of the main tasks of the teacher in teaching the native language is to monitor the development of speech skills in students, as well as to identify the "lag" in the growth of speech competencies in students, to use interactive methods and regularly work on their mistakes and shortcomings in this regard, and to correct these shortcomings in a timely manner. It is necessary to teach students to work with a spelling dictionary on the spelling of words, to learn and remember when performing copying exercises, to work with explanatory dictionaries on the semantic structure of words, to work with homonym and synonym dictionaries. If he allocates time for this in the final part of the lesson, paying special attention to reading and writing exercises, speech competencies will improve. Of course, this process requires the teacher to do research, work with additional scientific literature, and use modern and advanced methods, not limited to just one textbook. According to M. Mahmudov, "developing the thinking, thinking, memory, and abilities of young people" is recognized as one of the important tasks of education in the development of society [3]. Developing the thinking, thinking, and abilities of young people in a wide range of fields is especially important in creating fundamental changes and upheavals in society.

The need for a serious approach to the lesson by the teacher in developing students' speech competencies is highlighted in Sh. Sariyev's research. "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 thoroughly prepare, strive for a deeper understanding of the content, and determine how certain parts of the text should be read. After the teacher explains how to read certain sounds, syllables, and words, the students read the text in turn. The teacher monitors and corrects them" [3]. When the teacher teaches students to read words as in a pamphlet, to pay attention to intonation and stress when reading words, and to pronounce lexical units in sentences clearly and fluently, the students' activity in mastering reading techniques changes

to an active state. Rereading is an effective speech activity in mastering reading techniques. A text read once may not provide the student with sufficient understanding and knowledge. An interesting organization of reading activities directs them to acquire deep knowledge. Regular reading of books, reading scientific and literary literature contains certain motives. Consequently, based on the above considerations, the following factors can be cited in the development of students' speech competencies:

– formation of knowledge, skills and qualifications on the topics given in the curriculum;

– development of students' linguistic competencies;

– strengthening theoretical knowledge and improving speech by completing exercises and assignments;

– regular work on the text and vocabulary given in the native language textbook;

– attention to the skills of composing and writing coherent texts based on advanced technologies and modern methods in native language classes;

– to interpret scientific views and artistic expressions, to express a subjective attitude to them and to develop the skills of logical thinking [4].

It is no exaggeration to say that technologies have become a part of our lives. Educational technologies have made a great contribution to the correct development of speech in young children. This is because students try to change and correct their speech based on what they hear and listen to. Therefore, a special approach should be taken to developing speech in young students, especially in primary school students. Students' speech should be clear and fluent. Unclear speech can have a negative impact on students' future work, conversations and communication. The role of the mother tongue in the correct development of speech is also invaluable. Therefore, it is necessary to create situations where students can have a real conversation in their native language, and to educate them so that they can speak fluently in their native language [1].

There are several interactive methods aimed at developing students' speech skills. If there is only one thing in the lessons, then students get very tired. Therefore, students need to develop their speech skills using different methods. "Story" method. In this interactive method, the teacher writes several words on the board. For example: book, clock, rain, literature, etc. Students must independently compose a story based on these words and tell it. A lesson conducted in this way greatly helps to develop students' speech. Students can also develop their thinking skills, creativity, and speech. In order to develop students' speech, not only interactive methods but also various games can be used. "Journey" game. In this game, students are asked to describe the route from school or home to a certain place.

Students will observe the "object" independently for several days and will have to tell their teachers about it. This game, which requires diligence, intelligence, observation, and attention to the environment, can foster feelings of love for the Motherland, love for nature, and trust in the environment. In short, if lessons are held using these interactive games and methods, students' speech skills will improve, their vocabulary will increase, and their level of independent thinking will be formed. If a child's speech is rich and correct, it will be easier for him to express his thoughts, and his ability to understand events will be broader. On the contrary, a child's incomprehensible speech complicates his relationship with people and often leaves a heavy mark on his character [2]. Well-developed speech serves as one of the important

means of human activity in society. And for students, speech is considered a tool for successful learning at school.

Today, the development of speech skills in senior students is of great importance in the educational process. The development of speech culture and communicative skills is a key factor not only in the educational process, but also in the future formation of students as personalities. This article analyzes effective methods for improving speech skills in senior students and ways to use them. The development of speech skills in senior students is not only an important task of education, but also the basis for the formation of a communicative culture in them. The use of modern pedagogical methods and approaches makes this process significantly more effective. Therefore, teachers should constantly plan practical classes aimed at improving speech skills and create a favorable environment for the development of students' abilities in this area [5].

Developing speaking skills is essential for everyone's personal and social development. These skills help students express their thoughts clearly and concisely, communicate effectively with others, and explain complex topics. By developing their speaking skills, students develop critical and creative thinking skills, which opens the door to academic and life success. Well-developed speech skills increase a person's self-confidence and help them to actively participate in the social environment. This, in turn, increases students' interest in culture and knowledge and provides them with the opportunity to express their thoughts freely and effectively. The development of speech skills also plays an important role in the future professional success of students, since good speech is the foundation of communication.

Developing speech competence in primary school students in the early stages of education is the basis for their academic, social and personal growth. Effective oral communication is not only a basic skill, but also a catalyst for success in various fields. This article examines the goals and objectives related to the development of speech competence in primary school students, which plays an important role in their all-round development. In the living tapestry of education, one main thread is woven through every lesson, activity and interaction - the development of speech skills. For elementary school students, the ability to express thoughts, express feelings, and engage in meaningful conversations is a skill that extends beyond the classroom. This article explores the goals and objectives inherent in developing verbal competence among our youngest students. The main goal of developing verbal competence is to create competent communicators. The spoken word is a powerful tool, and improving the ability of elementary school students to communicate effectively sets the stage for their educational journey [6]. Verbal competence is key to academic success. Students who can freely express themselves are better equipped to participate in class discussions, understand complex topics, and perform well on a variety of oral assessments. Beyond academic areas, verbal competence is a bridge to social fluency. The ability to express ideas and feelings fosters positive interpersonal relationships, encourages collaboration with peers, and fosters a sense of belonging to the school community. Developing speaking skills goes hand in hand with developing critical thinking. Expressing ideas verbally encourages students to organize their thoughts, analyze data, and present logical arguments—skills essential for lifelong learning. Speaking skills serve as a catalyst for building confidence. When students feel empowered to

express themselves verbally, they are more likely to participate in class, share their ideas, and participate enthusiastically in extracurricular activities.

Many methods include game elements and role-playing exercises. This creates a game environment in which children can develop language skills and communicate with each other. Games help develop vocabulary, correct diction and articulation. Some methods are aimed at developing critical thinking through speech activities. Students learn to analyze information, express their thoughts and discuss their point of view. Such an approach helps to form not only speech, but also cognitive abilities. Modern methods of developing speech competence in primary grades are characterized by innovative approaches, emphasis on student activity and taking into account individual characteristics. The combination of technological, game elements and the targeted use of real-life situations can develop in students the communication skills necessary for successful communication in modern society. Designing an effective process for developing speech competence requires a consistent and systematic research methodology. The following is a methodology that can serve as a basis for advanced research in this area. The first stage involves identifying specific specific problems. This may include assessing the level of development of speech competence, identifying key problems, as well as setting specific goals to be achieved in the educational process [6]. Conducting an analysis of the current situation involves studying existing methodological, curriculum and pedagogical approaches to developing speech competence in primary school students. This stage helps to identify progress and problems in existing practice.

Identifying research methods that will be used in scaffolding projects to obtain objective data. These include observation, testing, interviews, as well as standardized tests to measure the level of verification competence. Based on the validated research analysis, curricula are developed that include modern methods, technologies and approaches to developing your competence. The program may include both classroom and extracurricular activities. The implementation of the design process occurs at the experimental stage. Here, lessons, activities and other forms of training provided for in the developed programs are held. After the experimental stage is completed, the data obtained are analyzed. Changes in the speech competence of students are evaluated. If necessary, teaching methods and programs are adjusted. The final stage is the formulation of recommendations based on proven research. A report is drawn up containing a description of the process, analysis of the results, identification of problems and issues of the parties, as well as recommendations for further development of the process. This methodology provides a comprehensive and systematic approach to researching and designing the process, developing content competence. It is important to emphasize that the process is dynamic and requires regular monitoring and correction in order to achieve the best results. The analytical conclusion on the current state of the design of the process for developing speech competence of primary school students highlights several important aspects [7]. Modern educational programs actively use technology to develop speech skills. Interactive apps, online resources, and programs help children learn through play, which sparks interest in learning and activates the learning process.

When working with senior students, it is very important to take into account the psychological characteristics of their age. During this period, students strive for independent thinking, are inclined to express themselves and be active in social relations. It is necessary to explain to

senior students through examples that speech skills are important not only in the educational process, but also in life, future profession and social activities. They can be motivated by giving examples of the effectiveness of the speech of famous people or the successes achieved due to good speech. Students of this age want to be recognized as individuals. It is important to pay attention to their thoughts, feelings and interests. It is effective to organize classes in personalized ways, taking into account the individual needs of students. It is important to give students the opportunity to express their thoughts freely. For this, activities such as questions and answers, free discussions, preparing short speeches and making presentations should be organized. This will teach them to express themselves through speech and increase their self-confidence. Since young people are close to technology, the use of modern tools and platforms in teaching speaking competence gives good results. For example, podcasts, videos, special applications for speaking exercises or social media can be organized. Rather than criticizing students, it is necessary to support the learning process by explaining and correcting mistakes. An open and respectful environment allows them to feel free. The mental state of senior students can be volatile. Therefore, they need to be approached with patience and tolerance in the process of working on speaking competence. It is important to accept failures as natural and explain them as part of development.

Modern programs pay attention not only to the mechanics of speech, but also to the development of critical thinking through communication and analysis. Children learn to think critically, listen and analyze information that is important for effective communication [7]. All programs take into account the individual characteristics of children, including multiple languages, dialects and cultural backgrounds, which allows for a deeper and broader learning experience. The modern design of the process of developing the speech competence of a primary school student focuses on the close connection between education and real situations, supports a variety of learning methods and pays attention to the individual characteristics of the child. This creates a more effective learning strategy that allows for a more complete and deeper mastery of meaningful skills.

In developing speech competence for students, a specialist constantly enriches his knowledge, learns new information, understands important speech requirements, sounds and their application in practice, takes into account the individual characteristics of students, teaches them the features inherent in phonetics, sounds, sound change cases, phonetic analysis, and their application. Let's turn to the types of competence. Speech competence is the ability to show activity in speech relations, possess skills, develop speech, be able to communicate fluently, and speak. It is to teach students to work with a spelling dictionary on the spelling of words, to learn and remember when performing transcription exercises, to work with explanatory dictionaries on the meaning structure of words, to work with homonym and synonym dictionaries. If he devotes time to this in the final part of the lesson, placing special emphasis on reading and writing exercises, linguistic and pedagogical competencies will improve. Of course, this process requires the future primary school teacher to research and work with additional scientific literature, not limited to just one textbook.

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