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Development of Students' Speaking Skills in Uzbek Language Classes

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Abstract: The article describes the main means of communication in the process of Uzbek language education, the system, method and means of formation of speech skills from speech skills, the type, classification and description of educational tasks. It discusses the types of learning tasks that create effective speaking skills in students, following the norms of literary pronunciation.

Keywords: Literary Pronunciation, Effective Speech, Speaking, Speaking, Speaking Skills, Educational Tasks, Exercise, Pronunciation Exercises, Classification Of Educational Tasks, Text, Emphasis, Logical Emphasis.

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INTRODUCTION

Since ancient times, speech has served as the main tool in the management of society. Every person conveys his opportunities, goals, and dreams through speech, but the result depends on the level of speech, execution - pronunciation, and the tone of the speech. In the world education system, special attention is paid to the student's oral presentation and speaking. Especially the methods used in the teaching of international languages are proving themselves in many cases. In particular, the approach to the development of specific speaking skills in teaching English as a second language is proving itself in today's experiments. At this point, the requirement for speaking skills is to a certain extent suitable for teaching the Uzbek language as a state language.

In linguistic didactics, it is necessary to distinguish between the concepts of speaking and speaking. International language teaching includes listening comprehension, reading, and writing skills, as well as speaking, which is appropriate for a second language. Teaching students to speak is one of the urgent tasks in the higher education system.

At this point, it is necessary to comment on the concepts of speaking and speaking. Speaking is a student or a certain person voluntarily expressing their opinion in oral form, freely in the national language.

Speaking is a purposeful speech with a specific system that requires special preparation by the speaker,

follows the rules of literary language and literary pronunciation. Today, speaking is not taught separately in Uzbek language classes. That is why the student cannot give a meaningful, logical and effective speech to the team in unfamiliar speech situations, meetings, celebrations, and other events.

In order to speak fluently and effectively, the student must have the necessary vocabulary. As G. Hamroev noted, "It is necessary to increase the vocabulary by continuously memorizing various instructive texts." (Usmanova, 1996)

In order for students to develop speaking skills, they must have the necessary vocabulary, and the training process must also be properly organized. O'Usmonova cites dialects as the reason for difficulties in solving this issue (Hamroev, 2018). One can rely on the valuable opinions of scientist F.K. Kamolov and professor S.I. Ibrohimov, who were the first to establish the standards of literary pronunciation in the Uzbek language.

In this regard, the following comments of H. Nematov are still important for the education of the Uzbek language: "It is not possible or necessary to teach all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from language education is one of the main issues.

The main criterion for choosing knowledge in Uzbek language education is its level of usefulness and

practical application. We understand useful knowledge of the Uzbek language as knowledge that serves to form the skills of children's literate writing, creative thinking, and the correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities (Ghulomov & Nematov, 1996).

We observe that the issue of literary pronunciation and its standards has been thoroughly studied in the languages of the developed countries of the world. In this regard, phonetic exercises are effectively used in the world experience, including in English.

The speech of today's pupils, students, and even some older intellectuals, especially teachers, proves that the correct pronunciation of some sounds characteristic of the Uzbek language cannot be adequately taught with simple, traditional exercises (Hamroev, 2019).

Students have specific requirements for developing speaking skills, implementation mechanism. They can be classified and described as follows:

Development of literary pronunciation skills

- Work on hard-to-pronounce vowels
- Work on hard-to-pronounce consonants
- Pronouncing the words in the text in syllables
- Working on word accents.
- Practice reading in syllables.

Increase vocabulary

- Work on proverbs and proverbs.
- Work on phrases.
- Work on figurative expressions.
- Work on synonyms.
- Exercise of replacing figurative expressions with words.

Teaching to effectively use the opinion of others in one's speech

- Exercise of choosing another sentence that gives the same meaning instead of the sentence
- Exercise of using introductory words interchangeably
- Exercise of using auxiliary words interchangeably
- Exercise of verbal conversion of quotation sentences into appropriate sentences
- Speaking exercise using simple sentences

Teaching speech techniques

- Exercise of reading the text in different tones
- Exercise of narrating the text in a solemn tone
- Exercise of resonating the content of the text with one sentence
- The exercise of presenting the content of the text in the form of propaganda
- Exercise of promotion of the content of the text

- Exercise of reciting the text by heart.

These exercises develop students' first of all literary pronunciation skills, increase their vocabulary, prepare them for speaking, presentation and advocacy. The main educational task that forms the student's speaking skills in classes is an exercise. Tasks and questions serve to evaluate the achieved results, organize the process and form thinking skills.

The content of the tasks given for working on the text should be pragmatic in nature, otherwise it will not be of practical importance and will weaken the student's attention. Each future speaker should first of all work on pronunciation problems in his speech, practice tirelessly. Otherwise, any well-thought-out speech can lose its effectiveness and importance.

The conclusion is that the main part of training for the formation of speaking skills in all areas of higher education institutions should consist of exercises. Also, exercise processes should be systematic, one complementing the other. The use of our proposed speech teaching technology in higher education institutions shows its positive result.

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