

DEVELOPMENT OF STUDENTS' LITERARY-SPEAKING COMPETENCES IN LITERATURE LESSONS

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ABSTRACT

This article discusses the ways of developing students' oral speech in the 8th grade literature classes, listening comprehension of works of art, expressing their thoughts orally, and the role and role of the science teacher in developing students' speaking competence.

KEYWORDS: *Literary And Speech Competence, Personal Thinking, Technology, Oral Speech.*

INTRODUCTION

The future of every society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, reforming and improving the continuous education system of our country, which is on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies to it, and increasing the effectiveness of education have been raised to the level of state policy. Today's task of education is to teach students to be able to work independently in the conditions of information education environment, which is growing day by day, to use the flow of information wisely. In the era of advanced information and communication technologies, it is one of the important tasks to teach young students to think verbally, to strengthen and control their interest in fiction. Forming personal qualities in students, expanding their worldview, teaching them to think healthy, educating them in the spirit of patriotism, feeling a sense of homeland, teaching them to love their homeland, and similar qualities characteristic of our national character, in this regard, the ability to use modern methods of teaching effectively and in their place, is a skill of today's science teacher. requires great responsibility from the pedagogue. Nowadays, the youth of today are getting all kinds of information and resources from the internet.

This creates a "limitation" in the mind of the student. That is, the reader is looking for information only through physical action, but not thinking, he is looking for a source from a ready-made object without turning the pages of a book. "Internet information" is only viewed and copied. The student's ability to think independently. Competence is lost in the student. The student's ability to theoretically apply the knowledge gained during the lesson in life is limited.

Ishmukhamedov R., Abdukadirov A., Pardaev A. Innovative technologies in education. (practical recommendations for pedagogues-teachers of educational institutions.-) Tashkent 2008 year 3-p

Negative situations such as lack of development of independent thinking, verbal expression, and speech are allowed to occur.

Competence is the ability to apply the theoretical knowledge, practical skills and competences acquired in the field of science in everyday life. The purpose of education focused on the development of competence is to create opportunities for practical application of acquired knowledge, skills and abilities in their personal (family), professional (later work) and social activities (throughout life, in any situation). In this regard, the main task of teaching the science of literature is to ensure the development and development of students' oral speech based on the norms of the literary language, to develop their speech competence, and to form ways of rational and effective use of the influence of the artistic work.

In accordance with the laws of the Republic of Uzbekistan "On Education" and "On the National Program of Personnel Training", ensuring the continuity and consistency of teaching general education subjects, creating a modern methodology, improving the state educational standards of general secondary and secondary special, vocational education based on a competency approach, training - in order to organize the development and implementation of a new generation of methodological complexes, the goals and tasks of teaching literature in the state educational standard of general secondary and secondary special, vocational education, approved by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017, were defined as follows . In particular, by teaching rare examples of national and world literature, the development of the spiritual and moral world, literary and aesthetic taste of students, and the creation and development of independent thinking, figurative thinking knowledge, skills, and abilities, to interest students in fiction, and in the process of teaching works, the world and man nature, national and universal values, as well as expanding and strengthening the spirituality and worldview of students by forming a culture of reading.

The main task of teaching literature in general secondary and secondary special, vocational educational institutions is to ensure the development and development of students' oral speech based on the standards of literary language, to develop speech competence, in written speech

It was shown that high literacy, adherence to literary language standards, development of skills and qualifications to use methodological variety, and development of basic competencies in students based on the content of literary science.

Competences formed in students in the field of literature are literary-speech competencies, that is, the development of skills such as listening comprehension, oral expression of thoughts, reading, and written expression of thoughts is the main task of the literature teacher. After graduating from a general education school, a student can gain confidence in himself and his interlocutor only if he has the opportunity to express his opinion in front of the public, community, and influence the interlocutor in any social situation. How great and incomparable is the role of literary science in the development of oral speech in the student. Oral speech of students is formed in literature classes. Because literature is one of the fine arts of speech. The manifestation of influence on the student through words occurs by revealing his literary and

speech competence. Verbal influence with words is important in student communication at the cultural level of the teacher. Because a person's intelligence, feelings, knowledge and level of culture, thinking are expressed in words to a certain extent. A teacher who uses verbal influence with words in his pedagogical activities must have the skills to manage his emotions and creative influence. Verbal influence in the communicative relations found in the activity of the teacher at the present time is extremely diverse and embodies a relatively independent form of direct pedagogical influence.

In the 8th grade literature classes, it is necessary to organize the lesson using new pedagogical technology methods in order to develop students' oral speech, to form their literary-speech competences. For this, the teacher should know several new teaching methods. Special importance is attached to the students' reading and narrating of works of art in speech training. Teaching to retell works of art and staging them, memorizing poetry requires great skill and responsibility from the teacher.

The more clearly the content of the work is expressed, if the speech of the participants in it is meaningfully conveyed to the students, it excites the student, has a positive effect on the long memory of the events that happen to the characters of the work, and the grammatically correct development of the student's speech. Artistic works written at a high level affect the student's successful mastering of speech norms, the development of the ability to feel the emotional aspects of the language, and the development of intonation expressiveness of oral speech.

The "brainstorming" method serves to ensure the student's activities during training, to encourage them to think freely and to free them from the inertia of the same thinking, to collect diverse ideas on a specific topic, as well as to teach them to overcome the thoughts that appeared at the initial stage of the process of solving creative tasks. The main principle of this method is that new innovative thoughts and ideas are collected based on the given topic in the process of free communication and discussion. The stated ideas and opinions are neither discussed nor criticized. The discussion is held in a free and friendly atmosphere. A general opinion on the topic is formed based on the collected ideas and thoughts. The quality of the ideas expressed, the general idea formed on the basis of them, and the importance of the ideas are evaluated by an expert familiar with the problem or topic.

Husanboeva Q., Niyozmetova R. Literature teaching methodology. (Recommended as a study guide by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. Tashkent.-2018)

Let's take the historical tragedy "Jalaluddin Manguberdi" by Maqsud Sheikhzada in the 8th grade literature textbook. The work is in the drama genre, and the author has historically accurately and truthfully described the bravery of the Khorezm king who fought against the Mongol invaders for the freedom and independence of his country. While reading the work, the reader does not see the history of the war in front of his eyes, but gets enthusiasm from every word of the work. When the work is staged and read with the students, the reader will quickly understand that the writer uses every word in its place, and the character of the positive and negative characters is expressed through words.

"Discussion" technology is aimed at students' independent thinking during the lesson, expressing their opinions, and developing the culture of debate and oral communication in them. Usually,

such training is conducted by dividing students into small groups. The purpose of the technology is to determine the students' opinions and attitudes to this topic based on the chosen topic, problem, help them to think and draw conclusions independently, create conditions for them to argue freely, to engage in communication and teach them to be able to communicate.

This in technology, students are divided into small groups. Created by the teacher about the characteristics of Jalaluddin Manguberdi, the actions of Jalaluddin Manguberdi's father, the heroism of his sister, the hero of the work and other works ask groups what do you know about information related to the name Jalaluddin Manguberdi. Groups briefly write down their thoughts on flipcharts. A dialogue begins between small groups on the main topic and its directions.

Question: Who is Jalaluddin Manguberdi?

Jalaluddin Manguberdi's feat?

Jalaluddin Manguberdi's father's actions? Do you justify it?

What other works were created about Jalaluddin Manguberdi? and h...

Students write answers to the above questions. Students in each group write the necessary examples, facts, materials to support their opinions, etc., based on the questions given to them. Appoints one person from the group for protection. After finishing the work of the groups, the teacher gives a speech for the defense. After a group member completes the protection, information can be filled in by other group members. Groups communicate in the same way. During the defense of both small groups, the teacher tries as much as possible not to interrupt them, not to express his opinion, not to ask questions. Manages communication without favoring any group. It is appropriate to use the technology of "Debate" in this topic. The use of such methods during the lesson helps the student to think freely, to express his opinion independently, and to develop his speech competence.

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