

**METHODS OF DEVELOPING SPEECH COMPETENCE IN MODERN  
EDUCATIONAL CONDITIONS**

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**Abstract**

This article covers the concept of competence and its types, specifically ways to develop students' speech competence in "Native Language and Reading Literacy" lessons. It analyzes the principles of speech competence of New Zealand linguist Jack Croft Richards and substantiates their importance in the educational process. Additionally, the main components of speech activity—speaking, listening comprehension, reading, and writing skills—are considered as interconnected, complementary linguistic units. The article analyzes the issues of improving students' communicative literacy by developing these skills.

**Keywords**

Future Foundation, primary education system, competence, communicative approach, integrative approach, competency approach, competence, advanced technology, speech competence, listening comprehension, elocution, reading, writing, speech culture.

In the modern education system, one of the urgent tasks is the development of students as individuals, increasing their communicative potential, and forming their ability to think independently. In particular, the development of speaking competence is a central aspect of the educational process, as it helps students to effectively use language tools, express their thoughts clearly and fluently, and acquire communication skills. Therefore, it is important to study and implement methods of developing speech competence based on modern pedagogical approaches.

Today, communicative, competency and integrative approaches are widely introduced in the educational process. These approaches make it possible for students to jointly develop listening comprehension, reading comprehension, oral and written speech skills. Also, the use of modern technologies and interactive methods activates speech activity and helps to develop creative and critical thinking in students. In this regard, this article will highlight effective methods for developing speaking competence and their importance in the educational process.

The progress of a country is directly related to how the younger generation will develop into people in the future. Therefore, the further improvement and reform of the primary education system, which serves as a solid foundation for the future of our children, is recognized as one of the most urgent and priority tasks.

Improving the primary education system serves to educate a harmonious generation that can feel responsible to society and their own future by developing independent thinking skills in students and preparing them for life processes. In this regard, it is necessary to pay special attention to the concept of "competence", which is becoming increasingly important in today's educational content. In recent years, modern educational approaches such as the communicative, integrative, and competence-based approaches have been widely introduced in language education..

The application of the concept of competence to the content of education is based on a new approach to the teaching system and the development of the education system. The demand



of the present time began to be emphasized in a monand way, not only to give students only scientific and theoretical knowledge, but also to instill the concepts of “competence”, “competence” in the content of the main goal of each lesson in order to expand the worldview of children, to form them as individuals who can independently observe them, consciously apply the acquired knowledge

Competence is a sign of activity that leads to the expected result. It is a product of knowledge and is the ability by a specialist to apply it in practice. The difference between competence and knowledge is that a task cannot be defined or evaluated without being performed in practice. Competence is an important criterion of competence, which is manifested through repeated application in various situations, including problematic ones [5; 697].

It is known that the responsibility of general secondary education schools is to provide students with basic competencies through the educational process, including communicative, informational work, self-development as a person, awareness of socially active citizenship, universal, mathematical literacy, science and technology innovations and the formation of competencies of use.

Competencies that prepare the ground for the overall development of the student's personality are called basic competencies, and competencies that are formed only through the subject of study are called specific competencies. [ 3 ]

Teaching the subject of "Mother Tongue and Reading Literacy" based on modern pedagogical technologies and developing linguistic and speech competencies in students is one of the important tasks facing today's teacher. This subject focuses on developing the four basic skills of students: reading comprehension, listening comprehension, oral and written communication, as well as grammatical literacy. In the educational process, it is important to expand students' creative and critical thinking skills by directing them to observe, understand, compare, analyze, and synthesize events. This subject serves to achieve the stated goals and develops students' communicative competence. The tasks in the workbook are based on specific instructions set out in the textbook, and include activities such as writing, drawing, filling in blanks, working on text, reading and listening comprehension, and coloring images. The textbooks for primary grades of the mother tongue and reading literacy are designed to form and develop a number of important competencies in students.

Since our research object is communicative competence, we felt it necessary to focus on this topic. Speaking competence refers to passive speaking skills (listening and reading comprehension) and active speaking skills (speaking and writing)... [7]. Speaking competence (listening, speaking, reading, writing):

can understand the teacher's speech, video and audio (multimedia applications) texts and tasks;

can engage in a conversation based on pictures and a text read aloud, and can use new words learned in the speech process in oral speech;

can read words in a text, read fluently and expressively, observing the tone of the sentence, and read words with letter combinations;

the number of vowels in a word can divide so many into syllables that a vowel forms a syllable, i.e. o-na, u-ka, a-ka, syllable combinations can divide the involved words into syllables, X and h can spell the vowels correctly, write answers to questions within one subject, torch, approval, education, Jur'-at, ta'- zim can write Tutu-marked words into syllables, dictionary, annotation, hearing, rote dictation, picture dictation can write sentences can move [ 6; 11].

It is noted that the main goal of teaching mother tongue in general secondary institutions is to mature a person who correctly and fluently expresses his opinion in oral and written ways in various situations, has oral and written literacy skills, has formed a reading culture, can think independently and creatively, understands other people's opinions – a culture of communication and speech has developed.



Hence, the main task of teaching the subject "mother tongue and reading literacy" is to form a speech competence aimed at making the student think, understanding the opinion of others, literate in oral and written form; develop acquired knowledge of grammar in students (concepts related to phonetics, lexicology, writing, pronunciation and spelling standards); to form linguistic competencies aimed at developing the ability to Based on this goal, the content of mother tongue education is changing today.

It is known that one of the tasks set for the teacher in the process of teaching the native language is to develop linguistic and speech competencies based on the requirements set out in the state educational standard. It is worth noting that it is necessary to develop the components of speech competence (listening, speaking, reading, writing) by first developing linguistic competencies. The linguodidactic basis of speech competence, its teaching methodology, has been studied by linguists, pedagogues, psychologists, and methodologists, and various scientific views and opinions have been expressed. The first element of speech competence is considered to be listening and understanding. This process takes shape from the student's infancy and develops over the years. The ability to independently listen to, understand, and retell information related to a specific subject or field, as well as to freely analyze it, is defined in regulatory documents. At this point, olima Sh. According to yuldasheva, "it is known that listening and understanding is a complex speech activity. Because the listener must quickly receive, understand, and remember the speech expressed by the speaker through radio, tape recorder, television, or during a conversation. There is no way to reread such a speech. Listening and understanding is inextricably linked with speaking. While the skill of listening and understanding is acquired, the skill of speaking in the student also develops well" [ 8; 23-24].

When students listen to various information about science from the media and social networks, they develop clear ideas and thinking, and they can communicate by reinterpreting the information. When listening to a poetic text, the reader may not fully understand all the information conveyed by the speaker. Improving students' ability to acquire knowledge, developing their skills in searching for and learning theoretical information, and strengthening their logical and coherent thinking skills are related to their interests and research. Only then will students learn to listen and understand information in public and at events. Therefore, it is a pedagogical necessity to teach students to consciously analyze, draw conclusions, and speak clearly in public, in front of teachers and students. "Setting modern tasks for students, such as speaking, listening, reading, and writing, and implementing them in the educational process through the development of curricula and textbooks, is an important factor in developing oral competencies." It was during this period that the issues of teaching listening and understanding were first explored. It was deemed expedient to teach speech based on speech patterns " [1; 13]. It is natural for a reader, especially in front of his peers, to feel excited and hesitant when reading a literary or scientific text. It is advisable to teach and write texts with examples of speech, and to develop knowledge, skills, and abilities in the types of texts. [2, 9].

Jack C. Richards is one of the leading researchers in modern language teaching methodology, having developed effective approaches to developing speaking competence. He believes that communicative competence is not limited to the grammatically correct use of language, but also includes the ability to use it in real communicative situations [4].

In conclusion, it can be said that it is important to develop students' creative and critical thinking and thinking skills by teaching them to observe, understand, compare, analyze, and synthesize events and phenomena in the educational process. The subject "Mother Tongue and Reading Literacy" serves to achieve these goals. Those that make up the composition of speech activity are: speaking, listening, understanding, reading and writing skills and qualifications, which are always considered complementary linguistic units, one of which dictates the other.

In conclusion, the issue of developing speech competence in the modern educational system is recognized as one of the central areas of not only the methodology of teaching the



native language, but also the entire educational process. Developing students' speaking competence serves to increase their communicative potential, the ability to express their thoughts freely, clearly, and logically, as well as to form the skills of using language tools correctly and effectively in various speaking situations. This, in turn, creates the basis for the development of students as individuals, their independent thinking, and their increased level of social activity.

The theoretical and practical approaches considered in the study show that communicative, competence-based and integrative approaches, as well as modern pedagogical technologies and interactive methods, are of great importance in the formation of speech competence. In particular, the integrated development of listening, reading, oral and written communication skills increases the student's linguistic literacy and forms his or her speech culture. In this process, the teacher's innovative approach, effective organization of lessons, and involvement of the student as an active subject play a decisive role.

In addition, the development of speaking competence is of particular importance at the primary education stage, as it is during this period that students develop basic language skills and competencies. Effective use of exercise books, interactive tasks, audio and visual materials activates students' speaking activities and develops their creative and critical thinking. This shifts the focus of the educational process from simply imparting knowledge to developing practical competencies.

In general, the development of speaking competence is a continuous and systematic process that requires a combination of educational content, methods, and tools. By developing students' speaking competence, they can be educated not only as individuals who are fluent in the language, but also as citizens who can communicate freely in society, think independently, and are socially active. Therefore, continuing scientific and methodological research in this area and widely implementing it into practice remains one of the urgent tasks of modern pedagogy.

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