

Development of Students' Oral Speech is the Main Goal of Language Education

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Abstract. This article reveals that the development of students' oral speech is the main goal of language education. In the course of the lesson, it was emphasized that it is necessary to use materials related to the development of speech organically with theoretical topics. The importance of text analysis, working with dictionaries, and especially the use of explanatory dictionaries in the development of students' speech is shown.

Key words: Speaking, writing, vocabulary, annotated vocabulary, literary language, vocabulary, grammatical analysis.

Until now, the motto "grammar for grammar" has been followed in the teaching of "mother tongue" subject. According to the requirement of this principle, more attention is paid to the memorization of grammatical laws and rules during the lesson. As a result, the main goal expected from language education - development of students' thinking, independence and encouragement to creative activity - was considered secondary.

Now special attention is being paid to the issues of strengthening the practical direction of teaching the mother tongue as the content and method of teaching the mother tongue, further improving the methods of teaching the mother tongue. Prof. A. Gulomov emphasized that in order to strengthen the practical direction of mother tongue teaching, language phenomena should be studied as means of expanding speech possibilities. According to the scientist, speech opportunities are realized by children's development of vocabulary, working on sentences, working on text, learning mother tongue activities in connection with other subjects. These show the practical direction of mother tongue teaching.¹

Undoubtedly, the objective basis for putting this problem on the agenda is that until the 90s, more was given to the teaching (or even memorization) of grammatical laws and rules in language teaching.

Secondly, it is because the students are satisfied with only performing the exercises given in the textbook, copying, inserting some letters and words, understanding one or another

¹Actual problems of mother tongue teaching Ghulomov A. from the "Uzbek language" permanent conference. Strengthening practical aspects of mother tongue teaching TAT. 1993, No. 3-4. pp. 3-6.

grammatical events.²

If this experience is put into the criteria of today's modern education, it literally shaped the growth of the teacher's speech and thinking, the independence in the lesson process, the development of creative abilities and opportunities. In the spiritual development of young people, not enough importance is attached to the classic examples of etiquette, fiction and to work on the text. Language teaching was conducted on the basis of vocabulary rather than fiction. In this sense, we emphasize that the basic conclusion of some studies is true: more than 80% of exercises in school textbooks consist of term sentences.³

For such objective reasons, to solve the main goals and tasks of mother tongue education, updating the content of education in the mother tongue, strengthening the practical direction of the educational method, was put on the agenda as an urgent issue.⁴

In fact, if the students separate the studied language phenomena from the literary text, work on the meanings of the words, if they can correctly apply the separated language facts in oral and written speech, the student's text analysis skills increase. Only then the main goal of mother tongue training is considered to be achieved.

In order to achieve the same goal, in recent years, teachers of the mother tongue have been widely using a number of non-traditional classes in their work practice: "competition of resourcefulness" classes, seminar classes, debate classes, field trip classes, anniversary classes, etc. Although each of these informal lessons has its own structure, they are aimed at making students the subject of the educational process in the lesson, providing learning of language phenomena through independent research.

As you can see, there are many forms of lessons. In our opinion, every teacher of the mother tongue should be well aware of such lesson forms and be able to choose them based on the characteristics of the language materials to be studied. The teacher should always keep in mind that the more often the lesson forms are changed, the higher the level of interest of the students in the subject of the native language. This is the main guarantee of thorough knowledge.

Teaching students to think independently, to write correctly and without mistakes, and to achieve the formation of their creative abilities in mother tongue classes is inevitable for every teacher. In this sense, today's textbooks aim to avoid memorization of grammar rules, to form creative thinking, and to focus the activities on creating students' speaking skills.

It is known that one of the main characteristics of each language is its vocabulary and grammatical structure. By thoroughly mastering them, a person conveys his opinions orally and in writing to others on the basis of this language material. Our speech in Uzbek is also made up of dictionaries. In order to speak and express thoughts in writing, it is necessary to master the vocabulary of that language. Depending on how rich the vocabulary is, his speech will be so fluent and educated, every vocabulary is used.

The teacher of the mother tongue should pay attention to improving the students' ability to speak, express thoughts, and write mainly in the literary language, because the Uzbek

²Boronov M. Current requirements for the educational process. Observing a lesson is a responsible job. Nukus "Knowledge" 1995.

³Ghulamov A. Students' work on the text. Magazine TAT. 1994, No. 2-3. 25 pages.

⁴Boronov M. Illustrated manual. Nukus, "Knowledge" 1995, page 9.

language is a rich language in dialects. A language that has the same meaning for everyone is a literary language. Sometimes we witness the misuse of many words that occur among teenagers. For example, words from other languages (such as okey, yes, znachit, davai, poka), misuse of words (such as mafon (recorder), vidik (video), use of redundant words (haligi, anavi), the use of local dialect words leads to a violation of literary language norms. The main reason for the lack of content in the written works of some students and their inability to express their thoughts openly is the difficulty of finding the right words in the process of creation. comes from a lack of resourcefulness. In the first place, the reader's vocabulary helps him to express his thoughts meaningfully and vividly.

A certain principle should be followed when working on the dictionary. In this, the didactic principle is followed, i.e. the order of going from simple to complex, from familiar to unfamiliar. In this, the consistency of the previous classes is continued and gradually complicated. When working on vocabulary at school, it is necessary to pay attention to the following:

1. Organization of dictionary notebooks in all classes.
2. Organization of "vocabulary board" in literature rooms.
3. To follow a certain system when working on the dictionary.
4. Application of effective methodical methods in the course of the lesson.
5. Students' dictionaries are regularly checked by teachers.

Regardless of the nationality, every person should know his mother tongue perfectly, cherish it and protect it from all kinds of foreign words. Who a person is, what kind of person he is, is determined by its worldview, the breadth of his thinking. The more a person learns, the more its worldview expands and its vocabulary increases. It is the duty of every teacher to preserve the purity of our language in the hearts of the young generation, to feel the magic of each word, and to form the feelings of being able to distinguish between the types of meaning of words.

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