

Ona Tili Darslarida Nutqiy Kompetensiyani Rivojlantirish Pedagogik Muammo Sifatda

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Abstract:

O'quvchilarda nutqiy kompetensiyani o'quv topshiriqlar asosida rivojlantirishda integratsion yondashuvdan foydalanish ularning kasbiy kompetensiyasini shakllantirishga sharoit yaratadi. Tinglab tushunish, o'qib tushunish, nutq so'zlash va yozish ko'nikmalarini rivojlantirishda fan doirasidan tashqariga chiqish, boshqa soha ma'lumotlaridan foydalanish muloqot ko'nikmalarini mustahkamlashga xizmat qiladi.

Keywords: Nutq kompetensiyasi, Ona tili darslari, Pedagogik muammo, Rivojlanish, Sifat.

If we dwell on the concepts of "competence" and "competence", these terms were first used in linguistics in the middle of the 20th century by N. Chomsky, and in the process of using the language "activity-oriented knowledge, skills and abilities as a set", and in the field of education it is interpreted as a "competent approach", it is noted as one of the factors that determine the effectiveness in education. The meanings of these words are interpreted in different ways in the dictionaries: in the "Explanatory Dictionary of the Uzbek Language" the word competence is explained as follows: "Competence - (lat. sompetere - to be capable, worthy). 1) The range of powers of a specific organization or official defined in official documents; authority. 2) A person's level of awareness of a certain field, knowledge of this field.¹⁸ In translation dictionaries, this word is interpreted as follows: "Competence - 1. A field in which a person is well-informed and influential; 2. walk. scope of right (duty, work)."; "Competence - 1. An area or matter in which a person is well-versed; 2. Authority, right discretion; Kompetentn/yy, -aya, oye, -ten, -tna - having enough information, well-educated, well-versed, knowledgeable, aware, factor; 2) reasonable, considerate, respectable; 3) has the competence¹, that is, the right; competent; Competence - possession of deep knowledge; based on deep knowledge, validity; awareness, agency."

The main goal of teaching the mother tongue at all stages of education is to form the communicative competence of learners to carry out activities in everyday, scientific and professional spheres. Communicative competence of the native language is the ability to use acquired knowledge, skills and abilities in the process of communication.

18. Ўзбек тилининг изоҳли луғати. 4-жилд. – Тошкент: Ўзбекистон миллий энциклопедияси давлат илмий нашриёти, 2008. -267-бет

1 Зимняя И.Н. Ключевые компетенции – новая парадигма результата образования // Ж.Высшее образование сегодня, №5. – Москва, 2003. – С.34-42.

Tabel 1.1.



H. Muhiddinova in the field of education defines the word competence as competence, and competence as ability, and the competence approach to education is aimed at forming the ability to apply acquired knowledge, skills and abilities in their personal, professional and social activities. emphasizes that it is appropriate to understand that the direction of education. Competency approach in language education is the ability of learners to use the materials of the language they are learning and the information they have received in their life activities, to express their opinion in this language independently orally and in writing, and to be able to apply it to speech situations. It consists of building skills, that is, forming the ability to use the language purposefully and practically. Education based on the competence approach is an education aimed at forming the ability to apply the acquired knowledge, skills and abilities in their personal, professional and social activities, to enable students to think independently and take an active citizenship position. It creates initiative, ability to use information and communication technologies in one's work, conscious choice of profession, healthy competition and universal skills. Nutqiy kompetensiya masalasiga keladigan bo'lsak, 2017-yildan boshlab O'zbekistonda ham tillarni o'qitish, xususan, ona tili ta'limi nutqiy kompetensiyaga asoslana boshladi.

Among the main goals of the concept of mother tongue science and the priority areas of its development, the following are the strategic goals of the development of mother tongue science:

to increase the broad possibilities of teaching the subject of the mother tongue in general secondary schools, the main purpose, tasks, content, methods and means of the mother (Uzbek) language education, the way of their development and improvement in harmony with the times summarizing directions;

to develop a person who expresses his opinion correctly and fluently in accordance with all

norms of the literary language in oral and written form, who has developed a culture of reading, who can think independently and creatively, who understands the opinions of others - who has a developed culture of communication and speech;

to apply the knowledge, skills and qualifications acquired in the subject of the mother tongue in students' life and in their practical activities, to form competencies to be able to engage in social relations based on national and universal values;

teaching students to think, to understand other people's opinions and to be able to express the product of this thought in oral and written form, i.e. to develop communicative literacy, as well as logical, critical, creative and systematic thinking, to be able to make independent decisions, to create the necessary conditions for the ability to demonstrate one's intellectual abilities and to be formed as a spiritually mature person;

using the wide possibilities of the mother tongue, to develop the student's thinking capacity, intellectual development, logical thinking and thereby develop a person who meets the qualifications of international student evaluation programs;

in teaching the subject of the mother tongue, focusing mainly on improving the student's verbal (listening, speaking, reading, writing) and linguistic competences².

To develop speaking competence, first of all, educational tasks should be improved. In order for the student to be able to read and understand the text, listen and understand, speak and write what he understands, these skills and competencies should be formed through exercises and assignments.

In this regard, G. We believe that it is necessary to pay attention to the comments of Hamroyev, because speaking skills and skills related to the methodology of teaching a foreign language may not directly correspond to the education of the mother tongue.

Abu Nasr Farabi: "When it comes to how to teach, how to receive education, how to express, explain, how to ask and how to answer, I confirm that the first knowledge in this regard is the science of language, which gives names to objects and events." , he said. W. Humboldt, the founder of language theory, said in the 19th century that "Language is the soul of the nation"³ .

F.I.Buslaev writes: "the first and most important thing is to develop the practical ability to understand what is expressed by forms of speech and to use them correctly, that is, as educated people say, through oral and written exercises we create the ability of the student to easily understand conversational and written speech forms"⁴. "It is neither possible nor necessary to teach a high school student all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from the mother tongue is one of the main issues.

The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We believe that useful knowledge from the mother tongue serves to form the skills of children's literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and to educate and develop them in the spirit of high human qualities. "we understand the knowledge that provides"⁵. In this case, educational tasks are an important factor that creates the content of education.

2 Qaror ijrosiga binoan ONA TILI fani bo'yicha O'zbekston Respublikasi "Uuzluksiz ta'lim dasturlari" majmuasi. –Toshkent 2021. 346 b.

3 Гумбольдт В. фон. *Избранные труды по языкознанию*. - М., 1984. - С. 301-302

4 Буслаев Ф.И О преподавании отечественного языка. 2-е изд. М., 1867. (переизд.: Л., 1941).

5 Фуломов А., Ньматов Х. Она тили таълими мазмуни. Ўқитувчилар учун методик кўлланма. – Т.: Ўқитувчи. 1996. 9-б.

It is known that educational tasks consisting of question-exercise-assignment types are used in language education. Educational tasks, first of all, are directly related to the purpose, tasks and content of mother tongue education, they focus on the student's thinking, the ability to work independently on the educational material, and the formation and development of the necessary speech skills and competencies. Unfortunately, until today, in mother tongue education, educational tasks have not been considered as the basis of the teaching methodology, as an important factor that creates the educational content. Grammatical rules are understood as the basis of the educational content in the mother tongue classes, and the educational tasks are considered as a tool used in mastering these rules.

The mother tongue is the soul of the people, and teaching the mother tongue, first of all, serves to develop the child's innate mental abilities, secondly, it leads students to consciously master the treasures of the mother tongue, and thirdly, children learn the logic of this language. should learn. It is necessary to achieve these goals and tasks not one after the other, but simultaneously⁶. Educational assignments play the main role in this.

Since the formation and development of speech skills by working on the text is a central issue in modern mother tongue education, the task is to prepare the student to understand the content of the text and other speech processes.

In the process of gradual reform of mother tongue education, it should be noted that in the first years of independence, systematic studies were conducted on the development of the purpose, content, and educational tasks of mother tongue education.

In particular, Doctor of Pedagogical Sciences, Professor R. Safarova emphasized in the 90s that the development of communicative skills and competences is the main task of mother tongue education, in particular, educational tasks, as well as the issue of assessment, Uzbek language learning⁷ researched important issues related to the teaching of both the mother tongue and the state language in the conditions of national revival in Uzbekistan. F. Kochkarova considered the issues of restructuring of teaching and learning tasks in mother tongue education⁸.

In her doctoral dissertation⁹, Sh. Yusupova explained the scientific-methodical basis of the development of students' thinking in the modern Uzbek literary language classes. special attention is paid to developmental educational tasks. Kh. Muhiddinova put forward the issue¹⁰ of improving the exercises and assignments based on the principle of continuity for the continuous education system in her doctoral research work aimed at ensuring the continuity and continuity of grammatical knowledge and speech topics in the teaching of the Uzbek language as a state language. In his monographic research, his practical recommendations on the step-by-step application of educational tasks in Uzbek language classes are important for the education of the state language.

It can be noted¹¹ that Q. Husanboyeva's views on including the teacher in the content of education is the right approach. In fact, it is important that the teacher first sets an example in the development of students' literary pronunciation skills in mother tongue education, especially in

6 <https://ru.wikipedia.org/wiki/>

7 Қаранг: Сафарова Р. Миллий тикланиш шароитида Ўзбекистон мактабларида она тили таълими назарияси ва амалиёти. Педагогика фанлари доктори илм. даражасини олиш учун ёзилган дисс. –Тошкент, 1995. –242 б.

8 Қўчқорова Ф. М. Янги авлод дарсликларида тақдим этиладиган ўқув материалларини концентризм принципи асосида структуралашнинг дидактик параметрлари: фалсафа фан. докт. ... дисс.(PhD). – Тошкент, 2018. –13-бет.

9 Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари: Пед. фан.доктори... дисс. – Тошкент: ТДПИ, 2005. – 270 б.

10 Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш пед. фан. ном-ди дисс. ТДПИ –Тошкент, 2011. -270 б

11 Хусанбоева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари: пед. фан. док-ри дисс. автореф. –Т.: ТДПУ, 2006. – 262 б.

controlling the exercises performed in the classroom. In the studies of T.Ziyodova on the formation of text creation competencies in students, the main component of text creation technology was also considered to be educational tasks, but in this study, exercises and tasks were not seriously differentiated¹².

K. Mavlonov developed the skills of working on the text, which is one of the most complex issues in accordance with today's approaches of mother tongue education, to be able to read it, to understand it and, most importantly, to create a text by integrating it with the science of literature. developed educational tasks¹³. Also, I.A.Allayorov, O.R.Rozikov, R.Ibragimov, B.R.Adizov, M.H.Mahmudov, and I.E.Davronov¹⁴ studied the problems related to the development of educational and cognitive activities of the learner and the use of educational tasks.

In conclusion, it can be said that the development of speech competence in native language classes is crucial for the academic and personal growth of students. Educators must recognize the challenges associated with teaching these skills and take proactive steps to address them. Effective teaching methods, appropriate assessment methods, and adequate exposure to language can help students develop speaking competence. By prioritizing this aspect of education, we can ensure that students are equipped with important communication skills that will serve them throughout their lives.

12 Зиёдова Т.У. Матн яратиш технологияси. - Т.: Фан, 2007. 23-б.

13 Мавлонова К. Она тили фанини адабиёт фани билан бадиий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш Пед. фанл. бўйича фал. док. (PhD)илм. дараж. олиш учун ёзилган дисс. автореферати. –Т.: 2019. -22 б.

14 Аллаёров И.А. Дидактические основы активного обучения. Автореф. дисс. ... докт. пед. наук. –Т.: 1994. - 44 с.; ; Розыков О. Основы оптимального применения системы учебных задач в обучении. –М.: Ўқитувчи, 1981. -103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: Пед. фанл. докт. илмий даражасини олиш учун ёзилган диссертация. –Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. –Т.: 2003. -280 б.; Маҳмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. автореферати. –Т.: 2004. -42 б.

11. Рубинштейн С. Л. проблемы общей психологии. - Москва: Педагогика, 1976. -416 С. Леонтьев А. Н. проблемы развития психики. - Москва: Педагогика, 1972. -576 С. Пономарев и Я. а. психология творчества и педагогики, 1976. --280 С. Росков О. Р. теоретические основы оптимального применения системы учебных задач в обучении школьников (на материале гуманитарных наук). Copyright © 2016 Все изображения и видео на этом сайте будут показаны. пед. наук. - Тбилиси, - 1986. -50 С. Розиков О. Р. и так далее. Дидактика. – Т.: Наука, 1997. -256 б. краткий педагогический словарь. Переходы: навигация по сайту, поиск Леонтьев А. Н. проблемы развития психики. - Москва: Педагогика, 1972. -576 С. Л.