

Development of Students' Speech Competence in Mother Tongue Classes Based on Interdisciplinarity as a Pedagogical Problem

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Abstract

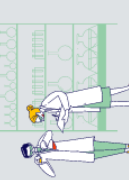
This article examines the development of students' speech competence in mother tongue classes, focusing on the use of interdisciplinarity as a pedagogical approach. The study addresses the pedagogical challenge of enhancing students' speech competence in their native language by incorporating interdisciplinary methods and approaches into classroom instruction. The research highlights the importance of integrating various disciplines, such as literature, history, and social science, to foster students' linguistic skills and enhance their overall communication abilities. By exploring the benefits and challenges associated with interdisciplinarity in mother tongue classes, this article offers insights into effective strategies for improving students' speech competence and promoting a holistic learning experience. The findings of this research contribute to the ongoing discourse on language education, emphasizing the significance of interdisciplinary approaches in nurturing students' linguistic competencies within their native language classrooms.

Keywords: speech competence, mother tongue classes, interdisciplinarity, pedagogical problem, language proficiency.

INTRODUCTION

In today's globalization process, it is extremely important to implement modern methods and tools of teaching, new forms of organizing the teaching process, as well as to form the necessary skills of teachers based on an innovative approach. In today's modern times, it is important for teachers who are responsible for the quality and efficiency of education to carry out innovative activities. After all, the era of world civilization implies educating the current generation not with classical pedagogical theories, but on the basis of a modernized educational system. Therefore, modernization and improvement of the educational system is one of the most urgent issues of today. In addition to providing an innovative approach in the teaching process, forming independent, critical and creative thinking of students based on interdisciplinary communication, it is important to develop their speech competence. Interdisciplinarity is an independent didactic principle. In pedagogical researches, the content of interdisciplinarity, structural relations between its components, and their functions in the teaching process are highlighted.

Research on interdisciplinary relations in our country corresponds to the Eastern "Renaissance" of the VIII-XII and XIV-XVI centuries. Examples of such encyclopedic scholars as Musa al-Khorazmi, Abu Nasr Farabi, Abu Raikhan Beruni, Ibn Sina, Mirza Ulugbek, who lived in this period and conducted scientific research, can be cited. They developed the theoretical,



methodological, philosophical, pedagogical, psychological and methodological foundations of interdisciplinary relations and integration of disciplines¹.

Pedagogue and writer Jan Amos Comenius (1592-1670) in his work "The Great Didactics" emphasized: "It is impossible to educate anyone on the basis of a separate discipline, which is limited from other disciplines."².

Abu Raykhan Beruni gave information in his works about the importance of interdisciplinary relations and the role of disciplines such as catastrophism, philosophy, history, geometry, language, and literature in a person's understanding of the world and a complete picture of existence. passed³. The development of the ability to transfer existing knowledge to different conditions of activity is considered one of the important tasks of solving the problem of establishing interdisciplinary connections. Their implementation, according to P.G. Kulagin, creates an opportunity to develop pre-reflection-imagery. The formed skill of transferring knowledge allows one to notice some properties of a new object in the mind⁴.

It is shown that the main goal of interdisciplinary communication is to fulfill the following requirements in the educational process:

1. Loss of overlap in learning topics in different educational programs.
2. The possibility to agree on the time of study of individual issues.
3. Similarity and non-contradiction in the definition and description of scientific concepts.
4. Unification of the potential of teachers of different subjects in the formation of scientific concepts and imaginations in students, instilling them with practical skills and abilities.
5. Mutual use by teachers of scientific and technical knowledge acquired by students in various academic subjects.
6. Fulfillment of other pedagogical tasks determined by the specificity of educational subjects and the characteristics of relations between them.

Establishing different proportions in the teaching of different subjects is necessary to master the types of activities that can be included in interdisciplinary communication. In the formation of such types of activities, the generally directed and productive role of actions has been determined. According to A.B.Usova, the impact of interdisciplinarity on the student, educator and general development is carried out through the improvement and reconstruction of the internal logical structure of teaching methods and methods⁵.

D. Alimjanov stated that the phenomenon of interdisciplinary connection is multidimensional and is not limited to the content, methods, and forms of organization of the educational process. Interdisciplinary relations cover the educational and cognitive activities of students and the teaching process of teachers. It is focused on the student's personality, forms his dialectical

¹ Жуманиёзова М. Физика ўқитишда интеграллашган билимлар ва улардан фойдаланишнинг услубий асослари// педагогика фанлари номзоди диссертацияси. Тошкент 2007. –Б192.

² Коменский Я.А. Избранные педагогические сочинения. Т. 1. «Великая дидактика»- М.: Педагогика, 1982. -656 с

³ Абу Райхон Беруний. Танланган асарлар. - Т.: Фан, V том.- 1976. 664 б

⁴ Кулагин П.Г. Межпредметные связи в процессе обучения. - М.: «Просвещение», 1981. -С. 96.

⁵ Усова А.В. Межпредметные связи в преподавании основ наук в школе. - Челябинск: Изд. ЧПТУ «Факел», 1996. -С. 10-20.

thinking, scientific outlook, scientific knowledge skills, serves to satisfy the student's educational needs and comprehensive development of abilities.

Implementation of interdisciplinary relations is not the use of random examples and facts, but is a purposeful activity of the teacher, which ensures the integration of knowledge acquired from different academic subjects⁶.

Based on the tasks of our research, in order to clarify the pedagogical possibilities of developing students' speech competence, we studied the methodological foundations of the concepts of "competence" and "competence" in different directions, as well as analyzed and summarized scientific research works related to these concepts.

The concepts of "competence" and "competence" were introduced in linguistics for the first time in the middle of the 20th century by N. Chomsky, in the process of language use "as a set of activity-oriented knowledge, skills and abilities", and in the field of education interpreted as "competency approach", noted as one of the factors that determine the effectiveness in education.

The meanings of these words are explained in different dictionaries. "In the explanatory dictionary of the Uzbek language, the word competence is explained as follows: "competence - (lat. *competerere* - 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 field¹⁸.

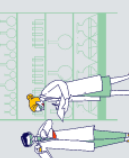
In translation dictionaries, this word is interpreted as follows: "Competence - 1. A field in which a person is well-informed and influential; 2. walk. scope of right (duty, work)." ; "Competence - 1. An area or matter in which a person is well-versed; 2. Authority, right discretion; *Kompetentn/yy, -aya, oye, -ten, -tna* - having enough information, well-educated, well-versed, knowledgeable, aware, factor; 2) reasonable, considerate, respectable; 3) has the competence, that is, the right; competent; competence - possession of deep knowledge; based on deep knowledge, validity; awareness, agency."

After the concept of competence was applied to the teaching methodology, the issue of its relationship to skills and qualifications, and the issue of its synergism with the concept of ability, emerged.

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.

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

⁶ Алимжонов Д. 6-синф физика фанини ўқитишда фанлараро алоқаларни амалга ошириш усуллари// Academic Research in Educational Sciences Volume 3 | Issue 6 | 2022 ISSN: 2181-1385 Cite-Factor: 0,89 | SIS: 1,12 | SJIF: 5,7 | UIF: 6,1



the language they are learning and the information they receive in their life activities, to express their thoughts in this language independently orally and in writing, and to be able to apply them to speech situations. It consists of building skills, that is, forming the ability to use the language purposefully and practically.

It can be seen from the above that education based on the competence approach is education aimed at forming the ability to apply the acquired knowledge, skills and abilities in their personal, professional and social activities, and students have independent thinking, having an active civic position, taking initiative, being able to use information and communication technologies rationally in their activities, consciously choosing a profession, healthy competition and general cultural skills.

Based on the problem of our research, within the framework of the dissertation, the content of speech competence, its methodological foundations were also studied and the results were summarized.