TASKS ON THE DEVELOPMENT OF SPEAKING COMPETENCE

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Abstract
This article focuses on the importance of developing speaking competence in language learners and presents various tasks that can be incorporated into language teaching to enhance this skill. The article provides an overview of the key components of speaking competence and highlights the benefits of incorporating task-based learning approaches. Additionally, it presents five practical tasks that can be used to develop speaking competence, including role-plays, debates, information gap activities, problem-solving tasks, and presentations. These tasks are designed to promote fluency, accuracy, and confidence in oral communication. Overall, this article aims to provide language teachers with valuable insights and practical techniques for fostering speaking competence in their students.

Keywords: speaking competence, language learners, task-based learning, fluency, oral communication.

Introduction

Current programs and textbooks should encourage students to do independent research in accordance with the goal of mother tongue education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. Because mother tongue education at school is not aimed at training a linguist, but requires the delivery of a creative thinker who can widely use the possibilities of the language to the society. Therefore, it is possible to consider the educational tasks as demanding only if they can encourage the student to search. Not all the tasks in the current school textbooks are at the required level. For example, "Find and describe the vowels in the text", "Divide the given sentences into parts of sentences", "Find and explain the word-forming adverbs from the following sentences", "Divide the sentences into determining and clarifying compounds", which are often found in native language classes. educational tasks do not form creative thinking in the student and do not serve to develop skills and qualifications[1].

Oʻquv materiallarining oʻquvchi tomonidan samarali oʻzlashtirilishi takror va takror mashq qilish bilan bogʻliq. Mashq uzluksiz takrorga asoslansagina samara beradi.

Effective learning of educational materials by the student is related to repeated and repeated practice. Exercise is effective only if it is based on continuous repetition.

It is known that from a psychological point of view, human memory is divided into certain types. Reading data once is temporarily stored in normal memory and forgotten in the short term. If it is repeated continuously, it will be stored in permanent memory. It is permissible to

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1 Ҳамроев Ғ. Она тили ўқитишнинг самарали усуллари. Ўқитувчилар учун методик қўлланма. –Т.: Баёз. 2018. 19-б.

quote G. Ebbingauz[2]'s conclusions about the content, quantity and quality of information that the reader can remember. He remembers 38 meaningless syllables when the student repeats them 55 times; He found that 6-7 repetitions were enough to remember material consisting of 38-40 words. In order to transfer the necessary information to the student's long-term memory, which can serve for the correct implementation of communication and interaction in social life, it is necessary to repeat and restore the same information many times in the memory. At this point, it can be said that in teaching language levels, if appropriate texts are used in the content of the educational material, the student will "write" them in his long-term memory with one or two repetitions. As much as continuous practice is needed for a physical action to reach the level of automation, so much practice and effort is needed for the formation of a specific speech skill.

Shuningdek, topshiriqlar – o'quvchilarni mavzu ustida maqsadli, samarali ishlashlarini ta'minlaydi, shu bilan birga mashg'ulotda egallagan ko'nikma va malakalarni baholash, sinab ko'rish uchun ham ishlatiladi.

Also, tasks ensure students' purposeful and effective work on the subject, and at the same time, they are used to evaluate and test the skills and competencies acquired during the training.

In school, usually, a textbook related to a specific subject is the main tool and support for the student and teacher to impart knowledge and obtain information on this subject, both during the lesson and even after the lesson. Therefore, the main attention should be paid to the composition, structure and, of course, the content of the educational materials in the textbook. In our opinion, the statement[3] that the most advanced examples of national thinking and ideology should be reflected in school textbooks is more relevant to "Mother Tongue" textbooks. Proverbs, proverbs, wise words, figurative expressions, phrases, which are the most advanced products of thinking that have come down to the present day from the ancestors, in general, from the geniuses of mankind, should form the content of mother tongue education, not a few of them, but every It is desirable to use it effectively in the lesson, in the composition of each educational task. Such folk and national masterpieces, inculcated in the thinking of students in their place and at the right time, create a basis for deepening their thoughts, expanding their worldviews and being able to express the product of their creative thinking in a fluent, clear and understandable way.

Current programs and textbooks should encourage the student to do independent research in accordance with the goal of mother tongue education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. (Because mother tongue education at school does not aim to train a linguist, but to deliver a creative thinker who can widely use language opportunities to the society.) Therefore, the educational tasks can be considered as demanding only if they can encourage the student to search. . Some of the educational tasks in the school textbooks, which are currently in effect at the level of the republic, do not meet the specified requirements. For example, "Find and

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20 Ғозиев Э. Умумий педагогика. – Т., 2010. – 221 – 222 б.

3 Каримов И. А. Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. – Тошкент: Ўзбекистон, 1998. – 4–19 б.

describe the vowels in the text", which are often found in native language classes, cannot be evaluated at the level of educational tasks, because it is difficult for them to create sufficient skills and competencies that can serve to form and develop creative thinking in the student.

Today's mother tongue education is to increase the student's vocabulary, regardless of the language levels that are taught in schools, even in the teaching of phonetics, thereby expressing their thoughts independently, fluently, requires to be able to express clearly and attractively. It is difficult to achieve this goal effectively without special lexical resources, which are considered an unparalleled treasure of the Uzbek language.

In the teaching of all levels of the language, the use of examples of matal, riddle, quick saying, anecdote, praise, term and epic as analysis material can serve as an important tool for achieving efficiency in mother tongue education and raising a mature generation.

The issue of grammar today causes conflicting opinions as a result of a lack of understanding of the requirements for education and having different ideas about grammar.

First of all, the word "grammar" means learning to read and write. But in our case, the theories created in linguistics are considered as a set of rules, and grammar is mainly understood as morphology and syntax. A school student is taught morphology and syntax for 4 years in the 6th-7th-8th-9th grades, but this information hardly serves to develop speaking skills. More than that, phonetics, correct writing, spelling rules (orthography), literary pronunciation rules (orphoepy), the vocabulary of the language, which have been neglected for many years and are taught in very few hours Subjects such as composition (vocabulary, not lexicology) and punctuation (punctuation) really create spelling literacy, literary pronunciation skills in the student, and increase vocabulary.

It should be noted that over the years, methodological work was not given serious attention. The scientific conclusions of some research works have not been put into practice. For example, as early as 2011, K. Muhitdinova analyzes different approaches in language education in her doctoral work aimed at ensuring coherence and continuity in Uzbek language education. expressed reasonable opinions about the coherence of exercises and assignments in the presentation of speech topics and grammatical information[4]. These ideas have not lost their relevance.

The BLUM taxonomy should also be directly used in the development of the assignment system. The taxonomy covers different areas of educational activity: cognitive (cognitive), effective (emotional), psychomotor (active). At the same time, if the educational materials provided to students for self-awareness are presented with special assignments, the effectiveness of the formation of the latter will be high.

When developing tasks for the development of speaking competence, it is necessary to rely on such criteria as knowledge, understanding, analysis, synthesis and application, and in turn, it will be transferred to the evaluation part.

Within the framework of our research, we managed to clarify the types of educational tasks related to the development of speech competence in students by analyzing the scientific,

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4 Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш пед. фан. ном-ди дисс. ТДПИ –Тошкент, 2011. -27-б

methodical and educational literature on speech competence and educational tasks, and summarizing the results:

1. **Knowledge tasks**. This level envisages the development of learning objectives aimed at remembering, understanding and revising the main elements of educational materials. The goal of this level can include the formation of three categories of knowledge:

- specific knowledge (for example, terms, facts, numbers, terms, names);

- critical knowledge (for example, directions, criteria, classes, categories);

– abstract knowledge (for example, rules, axioms, theories, structures).

2. **Comprehension assignments**. This level incorporates three categories of learning objectives:

- transfer (the ability to apply knowledge in learning new situations);

- interpretation (for example, verbal explanation of the obtained result);

- extrapolation (for example, the ability to transfer acquired knowledge to similar situations).

3. **Application tasks**. This level mainly involves the formation of practical skills in the student (the ability to apply knowledge in practice):

- application of concepts;

- application of rules;

- application of theories, etc.

4. **Tasks on analysis**. This level defines learning objectives in the following categories:

- analysis of elements (dividing the text into parts, separation);

- analysis of relationships (establishing connections between paragraphs);

- analysis of principles (systematization of units).

5. **Synthesis tasks**. This level defines educational goals for the formation of the skill of "making a whole out of separate parts":

- synthesis of ideas (for example, generalization of the ideas expressed on the solution of the problem);

- synthesis of opinions (for example, development of levels and criteria of speech skills formation);

- synthesis of structure (for example, text view - drawing, expression of speech using language units).[5]

6. **Assessment assignments**. Such tasks imply the ability to evaluate the importance of one or another educational material for a specific purpose. The student's judgment must be based on clear criteria. Assessment relies on internal knowledge and beliefs (reasoning, logic) and external criteria (standards, rules, norms). Criteria can be self-defined by the student or provided externally. Such assignments make a conclusion about the achievement of the learning results of the previous trainings.

The conclusion is that the provision of interdisciplinarity in the preparation of educational tasks allows the development of speech competence in the classes of the mother tongue, and also ensures the formation of speech throughout the entire conscious life of a person.

[5] Ҳамроев Ғ.Ҳ. Машқларнинг кўникма ҳамда малака ҳосил қилишига кўра таснифланиши // Илм ва жамият. – Нукус. №4. 2021. –Б.158-166.