

SPECIFIC CHARACTERISTICS OF CREATIVE TASKS IN THE DEVELOPMENT OF ORAL SPEECH (BLOOM'S TAXONOMY)

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Republic of Uzbekistan, 13.00.02 – Theory and Methodology of Education and
Upbringing (Foreign Languages)

Abstract

The development of oral speech in school teachers is a process of great importance for their future. This process goes through different stages for each child, which depends on their psychology and the education they receive in the educational institution. It is also important for every teacher to use creative assignments widely in the process of developing oral speech. This article describes in detail the advantages and methods of developing students' oral speech.

Keywords: oral speech, written speech, student psychology, school, educational program, interactive games, etc.

Introduction

The theoretical foundations of speech culture, the importance of linguistic competence in human communication practice and activity, communicative approaches to using tests in language learning and its use in leading scientific centers and higher education institutions of the world, including the USA, Canada, British Columbia, the People's Republic of China, and the Russian Federation. special attention is paid to formation with the help of innovative pedagogical technologies. In the Agreement of the United Nations Organization on Education, Science and Culture "Import of Materials of Educational, Scientific and Cultural Content", creation of equal conditions for the quality of education of students on a global scale, education the introduction of innovative pedagogical technologies into the process is considered an urgent task.[1]

It is known to eliminate defects in the speech of students it is the responsibility of students and speech therapists. It is necessary to check the child's speech and study the causes of the speech disorder in order to determine the pronunciation deficits. For this purpose, each child fills out a speech check sheet and determines which sounds he pronounces correctly or incorrectly. Speaking is teaching conscious reading, speaking and writing, providing knowledge about language that is suitable for the age and understanding of students, increasing their vocabulary, developing attention and interest in the speech of others, book aims to instill a love of reading. Some children not only mispronounce sounds, but cannot distinguish them from each other. Such defects in speech create significant difficulties for children in mastering lessons. In such cases, a speech therapist will need the help of training.



In creative retelling, the story is told by changing the context or form of the story being read or by filling the story with new episodes. In dramatization or dramatization, students transform a story they read into a story that is acted out. To do this, they think about the script of the story, costumes, gestures of the participants, turn the monologue into a dialogic speech (this is the most important work from the point of view of language teaching). When drawing a picture for a story to be read, the reader chooses a picture from the picture read by the artists according to the content of the story read or drawn. The drawings are self-explanatory. If a student cannot draw a picture well, he verbally describes the picture he wants to draw, that is, he draws a picture with words.

Dactylogy (hand alphabet) is used in the early stages of teaching oral speech. This thing serves only as an auxiliary tool as children pronounce and master sounds. Artistic works written at a high level contribute to children's successful acquisition of speech norms (norms) and the development of the ability to feel the emotional aspects of language, verbal affects the formation of intonation expressiveness of speech. It is advisable to use the speaking-conversation method to activate children's vocabulary.

Through this method, the child learns to use the words in the dictionary appropriately, to make sentences correctly. In this case, the teacher teaches the methods of relying on natural objects and their models (toys, pictures) in a small group, and in large groups and uses didactic word games.

"Educating young people who are independent-minded, have a firm outlook on life, are loyal to the Motherland, deepening democratic reforms and increasing their social activity in the process of developing civil society".[2]

One of the important qualities characteristics of a modern teacher is always to try to come up with something, to encourage students to do the same. If the pedagogue can understand the student, understand his inner feelings and aspirations, he will definitely find the right key to open the heart of the student. In the educational process, innovative technologies are effectively used to develop the student's oral and written speech potential, and this method of work is showing its effectiveness. Interactive approach for teachers creates a favorable environment for good organization of the lesson process. Pupils are allowed to exchange ideas, suitable conditions are created. They discuss and resolve the pending issues together.

It is worth noting the creation of a taxonomy of learning goals in the field of learning from foreign scientists by Benjamin Bloom, a professor of the University of Chicago, and in the process of giving creative tasks to students in the field of improving their knowledge. The term "taxonomy" comes from the Greek words taxis (arrangement in order) and nomos (law), meaning the classification and systematization of objects based on their interrelationships.

Bloom's taxonomy covers different areas of educational activity: cognitive (knowing), affective (emotional - valuable), psychomotor (movement). We will dwell on the situation in the process of independent education in each field in improving the competence of students.

1. Cognitive field. As a result of independent repetition of the acquired knowledge in this field, as a result of combining them with the acquired skills and qualifications, new independent activities and exercises are included.



2. Affective sphere. In the course of independent work, the formation of interests and inclinations, the formation of an attitude to knowledge as a result of internal and external psychological influences, and the implementation of it in the practice of activity by understanding it during independent activity are introduced.

3. Psychomotor field. This includes psychological activity in the process of independent work, as a result of physical activity in the processes, goals related to the formation of the skills of centralizing the nerves and muscles.

The methodology of organizing independent education was considered directly based on B. Blum's taxonomy of learning goals in the field of learning, consisting of the following six categories of main learning goals:

- to know
- to understand
- apply
- analysis
- synthesis
- evaluation

These six main categories of learning objectives are independent in the application of objects we tried to reveal their manifestations in the educational process.

In particular, the formation of speech culture in English language classes is an urgent issue today. Working on the correctness of speech, improving the speech culture of elementary school students is considered one of the main directions in the teacher's educational and methodological activity [3; p. 12].

Independent knowledge of objects - this category refers to the development of educational goals of students, such as retaining the information acquired in the process of independent education, recalling it as a result of independent thinking, creative free thinking, and demonstrating the characteristics of independence.

In organizing independent education of students of general secondary education, it was proved that the approach based on B. Bloom's taxonomy is one of the important factors in the development of their life skills. Different areas of educational activity based on Bloom's taxonomy covering the following: cognitive (knowledge), affective (emotional - valuable), psychomotor (movement) factors are important in increasing the effectiveness of the independent learning process.

Bloom's taxonomy is a classification system for cognitive skills used in learning. Teachers use this taxonomy to plan lesson they use Taxonomy is a system that groups and orders concepts or things, such as biological classifications that include family, genus, and species.

In 1956, educational psychologist Benjamin Bloom created a taxonomy of cognitive abilities necessary for learning.

Six levels of intellectual skills:

Bloom's taxonomy has six levels of intellectual ability, each preceding the level: knowledge, understanding, application, analysis, synthesis, and evaluation. This taxonomy is usually a pyramid divided into six divisions. The bottom line is knowledge. At this level, children



memorize facts and details. It is the basis for all other cognitive skills and therefore a lot of time is devoted to it in schools. The second level is understanding. It is not enough to just remember the information and details; the child needs to understand the concepts. When children understand concepts, they need to apply them in different situations. As we move up the pyramid, cognitive skills continue to be in demand. Analysis requires students to think about what they learn and what they mean.

For example, they have to compare two things. Synthesis requires students to go beyond their studies or studies.

They might ask if they know what it's like in America. The last, highest level of the pyramid is evaluation. At this stage, students try to form an opinion and justify their opinion. Such feedback requires students to rise above the level of knowledge acquisition. Modern in the sense that the learning process is considered as a process of interaction between the teacher and students to introduce students to certain knowledge, skills, abilities and values. Each teaching method organically combines the teacher's educational work (presentation, explanation of new material) and students' active learning and cognitive includes organizing activities. That is, the teacher, on the one hand, explains the educational material himself, on the other hand, he tries to stimulate the learning and cognitive activity of students (encourages them to think, make independent conclusions, etc.).

Kaikovus in his work "Nightmare" recognizes the culture of speaking as follows: "... when you speak in front of the people, let your words be beautiful, let the people accept these words. Let the people know that you have reached a high level with your words, because they know a person's career through words, ... everyone's condition is hidden under his words. [4]

A foreign language lesson is considered as a social event, where the class is a certain social environment where the teacher and students enter into certain social relations with each other, the learning process is an interaction of all participants. At the same time, success in learning is collective from all opportunities for learning is the result of use. And students have to contribute a lot to this process. In all classifications there are methods of verbal presentation of knowledge. These include story, explanation, conversation, briefing.

Verbal methods are used at all stages of learning: during preparation for mastering new material, during its explanation, assimilation, generalization and application.

A story is a figurative, colorful, lively monologic presentation of educational material by the teacher. This method is often used in lower classes. When it is necessary to inform children about bright, new facts, events, things that children cannot directly observe, the teacher turns to the story. The story is a powerful source of influence on the mental activity, imagination, and emotions of young students, and expands their worldview.

If the story has more signs of a passive method, explanation is an active method of coherent, logical, clear presentation of complex issues open to children. Explanation, of course, is combined with children's participation, their own observations, experiments and demonstration of movement patterns, illustrations.

In the method, the teacher formulates a problem and offers students a task. The student can evaluate the importance of the problem in the process. Students will be able to talk about the issue presented. They discuss their positions and come to a common decision. One well-known



method is Brainstorming, which focuses on problem solving rather than discussing it. The issue of speech development is considered separately in the textbook "Methodology of mother tongue teaching in primary classes" by T.Ashrapova, M.Odilova [5]. It should be noted that in the "Methodology of teaching mother tongue" created by K. Qasimova, the method of developing connected speech of elementary school students is separated as a separate section, methodological conditions of speech development, aspects, directions and methodology of working on words, sentences and connected speech are widely covered [6; p. 352].

However, English according to this method of training, the listeners are divided into two groups - "idea generators" who actually propose ideas, and "experts" who evaluate the position of each at the end of the "attack". It is known that the effectiveness of the game method in teaching foreign languages is positive, considering that the teachers of English language that we train teach elementary or advanced classes. The main advantages of the game method are the lack of a mechanism of forcing lessons, and the child's great interest is formed precisely in the game. The teacher conducts various games with the children on the learned vocabulary and grammatical structures, in which the children quickly memorize them and learn to use them in speech. In addition, the audio-lingual method of teaching English is also very important. The essence of this method is the child's understanding of foreign speech by ear. A characteristic feature in this case is the method of analogy used in memorizing new words. In doing so, we can teach the reader basic language constructions and frequently used vocabulary. This method, in turn, makes it easier to construct sentences and connections on everyday topics. This method is also distinguished by the ability to memorize various dialogues. First, it is a basic grammar and lexicon using a basic set of words is to develop structures. Then gradually the dictionary is filled with new lexical units.

If we talk about games in the classroom, then they serve as a kind of break and help to shift attention from one task to another. Consequently, concentration and, of course, mood increases. Games are used at any stage of the lesson, whether it is the development of phonetic rules, grammatical or lexical topics, the development of reading rules, as well as listening practice. Role-playing games help to activate thinking, arouse interest in a certain type of activity, to perform a certain exercise, as well as satisfy the need of schoolchildren for the novelty of the studied material is the most powerful motivator to satisfy. The use of role-playing games provides ample opportunities to enhance the educational process. The game gives timid, insecure students the opportunity to speak up and thereby overcome the barrier of uncertainty. In a typical discussion, the student leaders take the lead and the shy ones stay silent. A role-playing game is a conditional repetition of the real practical activities of people by its participants, creating conditions for real communication.

Here, the effectiveness of training is primarily related to the explosion of motivation, increased interest in science.

English pedagogue Alexander identified patterns or features in English that clearly distinguish it from Russian. And he built his methodology on the basis of the study of these patterns and emphasized that a foreign language can be understood only by studying its differences from the local language. Characteristics of English according to Dragunkin's approach: English has inflected and inflected words. In the second grade there are 27 lexical units, which are "central



figures" in learning. The author is all inexplicable invents its own schemes that allow you to put things on "shelves". He also found a unique way of explaining the use of tenses in English. The following criteria should be followed when applying the selected methods in English.

- your training level;
- how much time you can devote to lessons;
- financial opportunities;
- own priorities and desires.

Also, information can be absorbed more easily in the following ways: by ear, through a textbook, with the help of video lessons, in a playful way, etc. The student's interests are also taken into account. His opinion and personal interests should not be ignored. Help the student as much as possible for it is necessary to explain the channel of his perception and, accordingly, the direction of tasks.

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