

IMPROVEMENT OF SPEECH COMPETENCES IN THE SPEECH PROCESS

L.M. Mambetova

Associate Professor (PhD) of TSPU Named After Nizami

Abstract

Speech activity develops throughout a person's life, in the family, society, and education. In the education of the native language, one of the pressing issues of contemporary science is the development of students' speech competencies and the skills to express their thoughts independently, freely, and substantiated".

Keywords: literary language, knowledge, skill, competence, speech, speech activity, speech competence.

INTRODUCTION

It is well known that people engage in communication through their speech. Speech, as a product of thought, serves as a means of introducing ideas into the communication process. Throughout their lives, individuals continuously develop their speech. The process of speech development involves the transmission of information and messages between the speaker and the listener, as well as the synthesis of relevant information and the enhancement of understanding, which is considered a form of speech activity. During speech activities, mutual respect between the speaker and the listener, clear communication, attention to the meaning of words, and honesty in speech are rules of verbal etiquette that have been refined over the years by our ancestors. The insightful words regarding speech activity and its significance from thinkers such as Abu Nasr Farabi, Abu Rayhan Beruni, Mahmud Qashgariy, Yusuf Khos Khojib, Ahmad Yugnaki, Alisher Navoi, Zahiriddin Muhammad Babur, and Kaykovus are still of great importance today. Abu Nasr Farabi explains the impact of effective communication as follows: "The power of speech is such that it enables a person to acquire knowledge and skills, to differentiate between good and bad actions, to perform necessary tasks, and to understand both beneficial and harmful, pleasurable and bitter things. Good words and good speech bring respect and happiness to a person". In reality, we implement the ideas of this scholar in practice, feeling the greatness of verbal communication granted to humanity and understanding the power of words. When speaking, the clarity and precision of the speaker's words facilitate the quick and easy reception of information, and, consequently, the speaker's axiological approach becomes apparent.

The great orator Kaykovus, in his work "Qobusnoma", advises his children to first be humble, to attain the status of a patient person, to use each word appropriately, and to value words. He emphasizes that in order to use words correctly, one must not forget human virtues. Indeed, a person's knowledge is not determined by their mere ability to speak, but rather by the content of their words.

Various scholars have provided several definitions of the concept of speech from different scientific perspectives. While linguistics studies the social nature of language and the specifics of speech, psychology focuses on the psychological states arising during the speech process, and physiology analyzes the biological organs involved in producing sounds. Psycholinguistics examines the effects of speech production, reception, and assimilation on the human psyche. From a philosophical standpoint, speech is seen as a means of expressing thought and a factor in its development.

Linguist I.A. Baudouin de Courtenay pays great attention to the relationship between human psychology and the existence and development of human language, highlighting the connection between psychological laws and speech activity. According to him, "Every phenomenon in speech and language is related to a psychological process and continually influences one another". It is clear that psychological approaches are essential in identifying the dynamics of language and speech relations in social life. M.R. Lvoff defines speech as a means of developing thought. A person's ability to create and comprehend speech is inseparable from their cognitive abilities. According to Russian scholar V.A. Maslova, "One cannot conceive of human intellect outside of the individual, language, and the ability to produce and comprehend speech". A person's intellectual capacity is reflected in their speech production and comprehension abilities.

The contributions of Russian linguist A.A. Leontyev are significant in shaping a unified theory of speech activity. He synthesizes the psychological, linguistic, neurophysiological, and philosophical aspects of speech in his research. He evaluates speech activity as a complex, iterative process. Thus, speech production involves several stages in the brain, where expression, word selection, sound choice, and expression are crucial processes. Therefore, during the development of speech activity, language and speech evolve in a mutually professional manner.

K.S. Vygotsky stated that the speech creation process consists of two stages: "Live speech thinking begins with a movement motive, then forms thought, leading to internal words, external words, and finally becomes articulate". The processes of thinking, observation, and their expression in speech highlight the connection between thought, language, and speech. Uzbek psychologist E.G. Goziyev considers speech activity as a process in which an individual assimilates social-historical experience, transmits it to future generations, or communicates and plans personal actions.

It is evident that in the development of language education, along with speech and speech activity, the term speech competence is increasingly being used. In general secondary education, foundational and subject-specific competencies are identified in all subjects, particularly in the teaching of the native language, where the development of linguistic and speech competencies of students is emphasized. A. Nurmonov and G. Ziyodullayev state, "From a psychological standpoint, language competence consists of two main components: one being the individual's knowledge acquired through speech experiences and interactions, and the other being knowledge of language gained through specific teaching in educational institutions".

A. Yoldoshev and L. Mirjalolova define speech competence as “the product of knowledge, verbal unity, skills, and proficiency in speech-related tasks. This knowledge relates to the correct application of linguistic phenomena and gradually evolves into competence through proper application and understanding”.

Researcher Y. Umarova describes speech competence as the ability of a student to read unfamiliar texts expressively, understand the essence of texts encountered by others, articulate their thoughts coherently, and express their opinions in written form. The term speech competence has been increasingly adopted in recent research. It is known that the enhancement of students' speech activities and capabilities, the formation of their linguistic knowledge, skills, and competencies have been subjects of study related to their thinking, oral and written speech, and the development of speech culture.

The definitions of speech, speech activity, and speech competence provided by scholars have been analyzed, leading to the following authorial definition of speech competence: “Speech competence is the ability of educational subjects to understand the fundamental content of information received in various speech situations and to express logical, coherent, and correct speech while adhering to the standards of literary language”. The communication process among individuals is influenced by the social environment, psychological processes, and the personal attitudes of those producing speech, which facilitate the transfer of information between the speaker and listener through encoding and decoding.

Speech activity continuously develops through the integration of all subjects taught in lifelong learning and allows students to work on their own speech. The role of native language education is invaluable in fostering a thoughtful and well-rounded future generation, as the native language not only aids in mastering various subjects but also plays a crucial role in establishing interpersonal relationships and facilitating communication. The linguistic competencies developed through the utilization of the language, along with the practical skills of applying theoretical knowledge, enable students to understand others' thoughts, defend their independent opinions, and express their observations effectively and fluently.

Therefore, speech activity creates communicative connections among individuals, where the roles of both the speaker and the listener are of significant social importance, as fulfilling the needs of speakers, enjoying the process, influencing others, and drawing conclusions represent the essential solutions to achieving intended goals in speech.

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