

ANALYSIS OF THE CURRENT STATE OF DEVELOPMENT OF SPEECH COMPETENCE BASED ON INTERDISCIPLINARITY IN MOTHER TONGUE CLASSES

Uteuliyeva Mexriban Ibraimovna

Assistant Teacher at Tashkent University of Humanitarian Sciences

Abstract:

This article presents an analysis of the current state of development of speech competence in mother tongue classes based on the concept of interdisciplinarity. Speech competence refers to the ability to effectively communicate and express oneself orally in one's native language. Interdisciplinarity, on the other hand, involves integrating knowledge and methods from different disciplines to gain a deeper understanding of a particular subject.

Keywords: speech competence, mother tongue classes, interdisciplinarity, language learning, curriculum development.

Introduction

The mother tongue textbook is considered an important tool of mother tongue science and it describes the purpose of education. It is created based on the requirements of the DTS and the program created in accordance with it. The main tools in the textbooks are theoretical information, exercises, and assignments for each topic, while the dictionary, pictures, and tables serve to enrich the exercises and assignments, create imagination in students, or explain the content of the exercises and assignments and fulfill the conditions. It is necessary. In particular, in 2022 I. Azimova, K. Mavlonova, S. Kuronov, Sh. On page 27 of the 6th grade textbook "Mother Tongue" published by Tursun, N. Hakimova, M. Siddikov, the text "Amir" is given, this text is about Ibn Sina. A picture of Ibn Sina is placed on the right side of the text, and after the text, a picture of him treating a patient is placed.

Also, textbooks are given tasks based on pictures. Pupils perform tasks based on the images in the picture. This also works as expected. 2022 I. Azimova, K. Mavlonova, S. Kuronov, Sh. An example of this is the following assignment given on page 55 of the 6th grade native language textbook published by Tursun, N. Hakimova, and M. Siddikov.

Since the textbook is the main tool of education, its perfection is necessary for the quality of education. Improving the tasks in it is also important. After all, the assignments help to rework and strengthen the theoretical information acquired by the students.

Improving the quality and content of exercises and tasks in native language textbooks, developing and improving the system of non-standard exercises and tasks is one of the urgent issues facing our methodology. By teaching the mother tongue as an academic subject, not only speech skills are formed and grammatical literacy is developed, but also the goal is to prepare young people for independent life, to cultivate spiritual individuals who have their own opinions. That is why special importance is attached to teaching mother tongue in secondary schools. Many Methodists have conducted research in this regard. In particular, Sh. Yoldosheva "Consistency in teaching compound words in Uzbek schools' mother tongue classes", M. Rajabova "Education of friendship



and kinship in students by connecting languages", A, G' Ulomov "Increasing the learning and cognitive activity of students in the process of mother tongue education", K. Yusupova "Formation of orthographic alertness in students of junior school age", N. Murodova "The influence of the local dialect in the student's speech" pronunciation and spelling errors and methods of their composition", M. Sobirova "Teaching simple sentence syntax to high school students of Uzbek schools by discussion method", N. Sattorova "Improving students' essay writing skills" (5th grade mother in the process of language teaching), T. Ziyodova's "Increasing students' vocabulary in the process of mother tongue education", H. Kurbanova's "Linguo-methodical basis of updating the content of mother tongue education", N. Alavutdinova's "Creative in mother tongue lessons" methodology of formation of thinking skills" is one of them.

The issue of improving assignments in native language textbooks is also one of the important issues in native language education. activation of (perception) activity", A. Bobomurodova "Using games-tasks in the process of mother tongue education", Sh. Yusupova's "Introduction of advanced pedagogical technologies to improve the effectiveness of mother tongue education (non-traditional methods and computer use)", M. Saidov's "Teaching tasks that develop thinking in the process of mother tongue education in the 5th grade of Uzbek schools and the methodology of their use" have been carried out. In these research works, the importance of the exercises and tasks given in the mother tongue textbooks in the educational process, their importance in mastering and strengthening the subject is explained in detail.

It should also be mentioned that when some of the new textbooks created in the field of mother tongue are compared and studied, it is possible to observe the difference in their content and structure, as well as the improvement of the exercises and tasks given in the textbooks.

It is appropriate to classify the stages of improvement of the educational tasks given in the new textbooks created with the honor of independence as follows. These are:

1. Leadership tasks aimed at strengthening linguistic knowledge period (1997-2019);
2. Tasks aimed at imparting linguistic knowledge took the lead and the period when there are tasks that guide the development of creative thinking (2020);
3. To provide linguistic knowledge, to form speech skills and the period in which tasks aimed at developing creative thinking are concentrated (continues from 2022).

Tasks in the textbooks created during the period when tasks aimed at strengthening linguistic knowledge were mainly aimed at strengthening the topic, tasks focused on creative thinking are rare. Such assignments can be found in homework, reinforcement lessons.

"Language is a social phenomenon", "O' "Uzbek language-the state language" topics are given, and in these topics, information is given about world languages, the value of the mother tongue, the status and importance of the Uzbek language as the state language, and the tasks and exercises given to fill and strengthen the topic include the mother tongue. encouraged to respect his language.

The revision part includes exercises on topics related to phonetics, lexicology, and punctuation sections of linguistics. These exercises serve to strengthen the grammatical topic. Among them, there are those that encourage students to think independently, and they are very few. Basically, such tasks can be observed in homework.



In the "Syntax and punctuation" section of the textbook, there are "Phrase", "Sentence", "Sentence types according to the purpose of expression", "Speech fragments", "Case", "Possessive", "Case", "Filler", "Definition", "Compound sentences and their use of punctuation", "Impulsive sentences", "Punctuation in imperative sentences", "Introductory words", "Conjunction", "Co-Excerpts", "Use of punctuation in quotations", "Dialogue and the use of punctuation" and other topics are given, theoretical information is given in each of the topics. And exercises and assignments are given to strengthen them. The exercises are aimed at strengthening the topic. In the texts presented in the textbook as a whole, the aim is to strengthen the grammatical topic. For example, on page 41 of the textbook, exercise 123 is given, in which the condition is as follows: *Read the story from the language of Mahkam brother, who raised 15 children during the war years. Find the clause and comment on them.*

This text is given in the exercise, and the condition is set accordingly. However, if the text is taken more broadly, its meaning will be revealed more widely. It would be appropriate if the students were asked to express their reactions if the conditions were set to reflect on the universality and kindness reflected in the text.

The tasks presented in the textbook are mainly tasked with creating sentences. However, it is worth noting that there are some thought-provoking tasks. There are also exercises formed using the table. It should be noted that in some exercises, texts are given that encourage students to draw conclusions. But the number of such exercises and tasks is very few.

The conditions of exercises in reinforcement classes are based on games and competitions. This increases the student's interest and activity in the learning process. It should be mentioned that there are also exercises related to grammatical topics in the reinforcement lessons, and the homework is of the same content.

In the "Morphology" section, "Word categories. Independent and auxiliary words", "Noun", "Adjective", "Number", "Pronoun", "Verb", "Address", "Connectors", "Auxiliaries", "Load", "Exclamatory words and imitations", "Compound words", "Word pairs and their spelling", "Repeated words and their spelling" and other similar topics are given. Exercises and tasks in this section can be said to be in the above form and content. Questions and assignments are also about grammar. In some exercises, the task is to read the narratives given and recite their content. I think it's better to have readers react to the story than to retell it. Then the students develop the skills of independent thinking and reaction to life events.

Phonetics. In the graphics section, "Speech sounds", "Vowels", "Consonants", "Parts of speech", "Tongue sounds", "Lip sounds", "Tongue sounds", "Nasal sounds", "Strong 'iz sounds", "The task of distinguishing the meaning of speech sounds", "Uzbek alphabet", "Pronunciation and spelling standards", Vowel and consonant spelling", "Pronunciation and spelling of consecutive consonants", "Double Pronunciation and spelling of consonants", "Pronunciation and spelling of certain consonants", "Usage of consonants", "Syllable and its spelling", "Syllable transfer rules", "Accent and its types", "Growing and falling of sounds" and other topics are presented. The exercises and tasks given in this section are mainly aimed at strengthening the grammatical topic. In the phonetics department of linguistics, the use of exercises has a good effect. The assignments in this section served almost the same purpose. The same applies to the topics of pronunciation and spelling standards.

In the assignments on the topic "Uzbek alphabet", the order of placement of letters and which



script some letters belong to were asked. In the exercises, the texts about the history of Uzbek writings and the history of our great ancestors are presented, and they are asked to react and discuss.

Department of lexicology "Definite meaning of a word", "Words with one meaning and multiple meanings", "Intrinsic and figurative meanings of a word", "Cognate" "Zlar", "Cognate words", "Paronyms", "Synonymous words", "Antonymous words", "Rich sources of Uzbek language lexicon", "Obsolete words", "New words", "Phrases", "Illustrative expressions", "Terms", "Slang words", "Vocabulary and vocabulary" and similar topics. In the tasks of this section, the problem of knowing and understanding the meaning of the words is set. The purpose of the exercises is to strengthen the topic.

At the end of the academic year, in the repetition part, the exercises given on the topics covered during the year served to strengthen the topic.

The 5th grade native language textbook published in 2015 by N. Mahmudov, A. Nurmonov, A. Sobirov, A. Kadirov, Z. Zhorabayeva is the 4th edition of the previous textbook. In this edition, the structure and content of the textbook does not differ much from the 2007 edition.

The exercises given in the textbooks created during the period when the tasks aimed at imparting linguistic knowledge were in the lead and there were tasks directed at the development of creative thinking are also related to the strengthening of thinking and grammatical topics. Puzzles and tables are used effectively. Homework is also aimed at creative thinking and strengthening the topic. Also, the questions asked based on the text in the introductory part of the lesson are worthy of attention as they serve to express their opinions and draw conclusions.

2020 N. Mahmudov, A. Sobirov, Sh. Satorov, Sh. The 5th grade native language textbook published by Tashmirzayev, D. Mannopova is quite different from previous textbooks in terms of structure and content. The textbook consists of a table of contents, introduction, review, 6 main sections and review parts at the end of the academic year, and a glossary of key terms. This textbook contains 125 assignments and 472 exercises.

In the introduction, as in the previous textbook, the topics "Language as a social phenomenon" and "Uzbek language as the state language" are presented. Tasks and exercises are aimed at understanding the value of the mother tongue, the prestige of the Uzbek language as a state language, its attractiveness is shown on the basis of the text given in exercise 6, and students are asked to respond to questions based on this text. twisted Articles 6-15 of the Law of the Republic of Uzbekistan "On the State Language" are cited. Tasks and exercises have been slightly improved.

In the repetition part, the exercises given on topics related to independent word groups such as nouns, adjectives, numbers, pronouns, verbs are interesting for their variety. Assignments encourage students to think independently.

Phonetics. In the graphic section "Speech sounds and letters", "Vowel sounds", "Consonants", "Parts of speech", "The task of distinguishing the meaning of speech sounds", "Uzbek alphabet based on Latin script", "Bo "syllable and its spelling", "Syllable and its importance", "Accent and its importance", "Phonetic phenomena. "Sound increase in words", "Sound decrease in words", "Sound exchange in words" and other topics are presented. The exercises and tasks given in this section also help to strengthen the grammatical topic and also help to develop creative thoughts. Pronunciation and spelling standards section "Spelling of certain vowels Pronunciation and



spelling of vowels O and A", "Pronunciation and spelling of vowels I and U", "Pronunciation and spelling of vowels E and O", "Pronunciation of consonants G and K and "Pronunciation and spelling of consonants Q and G", "Pronunciation and spelling of consonants D and T", "Pronunciation and spelling of consonants X and H", "Pronunciation and spelling of row consonants", "Pronunciation and spelling of double consonants", "Basic and adverbial spelling" and other similar topics. The tasks given in connection with this section are aimed at the development of oral speech, expressing opinions and strengthening the grammatical topic. Exercises are also about strengthening thinking and grammar. Puzzles and tables are used effectively. Homework is also aimed at creative thinking and strengthening the topic.

Department of lexicology "Vocabulary wealth of the Uzbek language", "Homonyms. Use of homonyms in speech", "Proverbs", "Paronyms", "Synonyms. Main word in the synonymy line", "Antonyms", "Rich sources of the lexicon of the Uzbek language", "Historical and archaic words", "Newly appearing words", "Phrases", "Illustrative expressions", "Terms. Professional terms", "Wise words", "Meaning and spelling of names" and similar topics. In the tasks of this section, attention is paid to issues such as the development of oral speech and independent expression of opinion. A puzzle is also used. The purpose of the exercises is to strengthen the topic. At the same time, there are exercises that encourage reflection, use tables, and have the conditions for organizing a competition.

The section of lexicology covers "Dictionary and its types", "Explanatory dictionary", "Spelling dictionary" and other topics. Exercises and tasks served to reflect and master the topic. Also, explanations of terms from dictionaries were given and students' reactions were asked. The same method was used in the topics "Working on text and vocabulary". In the reinforcement lessons, there are tests, and there are tasks based on holding a competition.

The punctuation section includes topics such as "Using semicolons", "Using question marks", "Using exclamation marks", "Using quotation marks" and more. Among the tasks in this section, those that encourage ingenuity, and those that serve to sharpen the mind from exercises are worthy of attention.

The department of working papers teaches how to prepare documents such as announcements, greetings, and invitations. Homework is assigned similar tasks.

At the end of the academic year, in the repetition section, it is indicated that it is necessary to repeat the topics covered during the year. No assignments given.

When comparing the 2007 and 2015 "Mother Tongue" textbooks with the 2020 textbooks, it becomes clear that they differ in terms of structure and content. Sections of syntax and morphology of linguistics have been removed. Considering that these sections are covered in detail in grades 6-7-8, it can be considered correct that they are not given in grade 5. Topics related to phonetics, graphics, pronunciation and spelling standards, lexicology, lexicology, punctuation, working paper sections are presented consistently. It is worth noting that the section of vocabulary and working papers is included separately. They are also tasked with preparing documents suitable for the age and potential of 5th graders.

It is worth noting that the assignments serve creative and independent thinking, and that this feature is preserved in some exercises. Educational assignments are much more complicated compared to previous textbooks. Test tasks were also used effectively. Assignments are very important in mother tongue education. Therefore, their further improvement is one of the most



important needs.

Now, according to the demand of the time, the creation of modern textbooks integrated from all subjects, encouraging the student to think, as well as the fact that they are prepared in a variety, design and new format, attracts the attention of students and allows them to develop speech competence.

