The Role of Oral and Written Speech in the Development of Communicative Competence

Jurabekova Xabiba Madaminovna

Associate Professor of the Department of Uzbek Language and Literature of the Andijan Machine – Building Institute, The city of Andijan, Uzbekistan
tj2211@inbox.ru

ANNOTATION

The author of the article reflects on the role of oral and written speech of students in the development of communicative competence. The author points out that for the development and strengthening of oral and written speech of secondary school students, academic lyceums and professional colleges, various types of written work should be used. One of them is dictation. Dictation is carried out in the form of daily and intermediate control in order to improve literacy and verify, consolidate knowledge, skills, and skills of students. Dictation is divided into educational and control dictation. To increase the effectiveness of the educational innovation system, it is necessary that students receive information at the maximum level of capabilities. The process of teaching the Russian language is mainly aimed at improving literacy and developing students' communication skills.

KEYWORDS: competence, control dictation, training, russian language, literacy, written and oral speech.

It is known from the historical development of any country that the rapid development of a country, its achievements, and the well-being of its people depend on the level of attention paid to education and the future of young people in this country. In this sense, the problem of youth in Uzbekistan is one of the priorities of state policy. A solid legal framework has been created in the Republic of Uzbekistan to protect the rights and interests of young people, create the necessary conditions and opportunities for them, and this system is being improved in accordance with modern requirements. Since children are our future, raising them physically, mentally and spiritually healthy should remain our main concern. [1, 6750].

In improving the teaching of the Russian language, one of the main problems is the development and strengthening of oral and written speech of students. To develop and strengthen the oral and written speech of secondary school students, academic lyceums and professional colleges, various types of written work should be used. To do this, students at the learning stages should choose texts that reveal various characteristics of dictation based on these texts. Given that the texts in the "Dictation Collection" do not fully meet the demands of today, it is necessary to compose new texts.

In order to consolidate theoretical knowledge on this or that mentioned subject, the importance of dictation in the development of written and oral speech of readers is great. Because the reader tries to remember the rules of spelling and punctuation in order to avoid mistakes when writing dictation.

In general secondary schools, academic lyceums and professional colleges, written works (exercises, dictation, presentations, essays) are conducted in order to strengthen the knowledge, skills and qualifications of students on the subject "Russian language".

Dictation is carried out in the form of daily and intermediate control in order to improve literacy and verify, consolidate knowledge, skills, and skills of students. Dictation is divided into educational and control dictation. Educational dictation is carried out in the educational process, in order to repeat, consolidate certain topics.

Educational dictation is divided into such types as explanatory note, underline, explanatory dictation, selected, creative, free, dictionary dictation.

The control dictation is intended not only to determine the literacy of students, it is also educational in nature. The control dictation, first of all, reminds students of many spelling rules, while the teacher conducts classes to avoid mistakes made in dictation. Thus, the control dictation is both educational and scientific.

When conducting dictation, it is desirable, it is necessary to take into account the provision that the selected text is creative, taken from works unfamiliar to the reader, can consist of sentences or in the form of a finished literary and artistic work. The text should serve to strengthen and test knowledge, skills, and skills on the subject, based on the essence of the subject being studied.

Conducting the above types of dictation will serve to increase the vocabulary of students, develop creative thinking skills, strengthen writing skills. When selecting texts, attention is paid to the age characteristics of readers, aspects of spiritual and spiritual development. The texts will be selected based on the requirements of the curriculum in the native language and will be developed to strengthen and study the assimilation of topics related to phonetics, lexicology, morphology, syntax.

To date, the popularization of new pedagogical technologies in education among teachers is considered one of the most important tasks. Positive effectiveness can be achieved in educational outcomes only when teachers study a modern computer curriculum, interactive activities, and the practical use of a method of learning based on discoveries.

To increase the effectiveness of the educational innovation system, it is necessary that students receive information at the maximum level of capabilities.

The process of teaching the Russian language is mainly aimed at improving literacy and developing students' communication skills. Communication or communication is one of the types of joint activity of people. Communication is the process of exchanging messages expressing the result of people reflecting reality, they are an integral part of social existence and a means of forming and functioning their individual and social consciousness [2,100]. In this regard, it is important to establish training based on new pedagogical technologies, such as control dictation, dictation analysis, in order to fulfill the basic requirements in training. In the process of writing a control dictation, students will check their writing speed, writing skills, as well as the level of paraphrasing skills.

Interactive methods of conducting control dictation stages include the following:

1st stage. Download the Control Dictation program to your computer. The dictation text connected to a computer audio device is recorded in a voice with a smooth pronunciation that is understandable to readers. At the same time, the time setting program is configured in such a way that the recording speed is taken into account.

2nd stage.Writing a control dictation. This program will be launched via the "Dictation Program" tab on the desktop of the computer. The program window contains a link to the list of topics of the control dictation, and students are given a specific topic of their choice by the teacher. Then the time setting program starts, and at the same time they start writing.

Writing a control dictation, as usual, is carried out in 3 stages.

Interactive methods of conducting control dictation stages include the following:

1. The sentence in the text is read, the students listen carefully.

2. The text is read, students write

3. The text is read, the students check what they have written.

Stage 3. The control dictation is checked using a computer. To do this, a command is issued using the "check" button, which is located on the toolbar of the program. Spelling errors in the text of the dictation that the students wrote are highlighted in red, the number of spelling and punctuation errors is indicated under the text as "error statistics". Accordingly, the control dictation written by the student is evaluated.

Stage 4. Students who fail to achieve positive results are given the opportunity to restore the test work and at the same time work on the mistakes.

The organization of obtaining control dictation based on such modern technical means differs from traditional pedagogical technologies in the following advantages::

Thanks to the performance of the control dictation, established with the help of computer technology, not only a number of spelling skills are achieved, but also a certain level of understanding of fluent oral speech.

With the help of a new interactive method of transmitting information, it is possible to receive control dictation, achieve greater efficiency, despite the fact that less time is spent on the process of checking it and working on errors.

This dictation process can be performed not only during classes, but also at any time by the student himself. This makes it convenient for the student to work on himself, the growth of interactive activity in him.

In the process, the teacher is presented as a manager, while the student becomes an active participant, the teacher > computer> provides an inextricable link of the student's Trinity.

The performance of this kind of written work on a computer technology tool is suitable for various stages of learning, the generalization of convenient methods, the development of modern learning technologies plays an important practical role in improving the literacy skills of students.

Naturally, there are those who believe that performing dictation writing skills using a computer tool is absolutely unsuitable work. Because one of the main requirements of dictation is a beautiful handwriting.

In our society, we cannot pay special attention to information technology in our daily lives, while our work is done in a fast, convenient and interesting way. Therefore, meeting the needs for electronic textbooks and tools performed in the context of sciences becomes the main criterion of education.

The use of information technologies, including computer technologies, is equally in demand among both teachers and students.

As for working with information, the Internet is used. You will be delighted with how deeply our readers understand the technical language, but it's a pity that they write with errors in Russian. In this regard, if the creation of the dictation program helps to prevent such situations, it would only be better.

At the same time, this software is not as bright as we would like. But working on mistakes, taking the first step towards eliminating them, you will wait for the help of teachers like us to make it perfect.

It is no exaggeration to say that the use of audio, video materials, textbooks and manuals, the structure of multimedia and electronic textbooks in Russian language and literature lessons was a step towards the era of information and informatization on the planet at the end of the 20th century. These achievements of science and technology with their effectiveness lead to the reform of the educational system of educational institutions. The achievements of modern information technologies make the use of computer networks and Internet systems mainly in the system of educational institutions one of the modern requirements. Multimedia appeared in our country around the end of the 1980s. At that time, multimedia was not used in household computers, but by specialists.

By 1993, multimedia began to be used by a team of researchers, ready-made multimedia products and their consumers.

The use of modern methods of teaching communicative communication in teaching Russian and other languages, along with increasing the effectiveness of the lesson, further increases the interest of students in science and language and expands their horizons. The fact that the teacher uses information technology along with the use of interactive methods has a greater impact on language learning.

Reading and writing are a kind of speech activity. Teaching at school begins with teaching elementary reading and writing. On the basis of the "ABC" in a short time, students are taught to read and write, that is, they have the ability to read and write.

The ability to read and write is the ability to purposefully perform the act of reading and writing during literacy training. This skill requires knowledge, because any skill cannot be formed without knowledge. Knowledge may not have become a skill. For example, a child may not be able to write it down in a notebook, knowing the elements of the letter v, how to place them between the lines of the letter, or the reader may recognize the letters and read them. Other types of writing skills formation activities are also taught, that is, proper sitting on a piece in the process of writing, holding a pen between your fingers, tilting a notebook, etc.

The ability to read and write reaches perfection and becomes a skill. To form a qualification, one exercise must be repeated several times. In writing skills, the reader begins to write words and sentences without thinking about how to catch a pen, how to walk. So, the qualification of reading and writing is the process of performing an action without thinking. Qualifications are improved at later stages of training and brought to the level of automation [3].

Reading and writing skills ensure the successful completion of both. Therefore, with the teaching of reading, writing training is conducted in parallel, and this exercise is regularly practiced. Therefore, in the process of learning literacy, a child should read and write a lot [4].

In the process of teaching literacy, the teacher should take into account the phonetic features of the Russian language when introducing students to sounds and letters, teaching them to read in a generalized form.

Literacy training is conducted according to the analytical and synthetic sound method. The word is divided into syllables, the syllable is separated from the sound being studied, analyzed, synthesized by the letter being studied, on this basis the letter and the whole reading process are mastered. Here the features of the graphic system of the Russian language are taken into account, setting the sounds in the recording. When teaching literacy, it is important to take into account the following features of the Russian language.

Features of the orthoepic norms of the language, that is, the norms of stress and pronunciation. The main difficulties arise in such areas as:

➢ pronunciation of vowels (special predominance of ikanya, okanya, akanya depending on the dialect);

➢ pronunciation of consonants and their various combinations (chn, zhd, chk unpronounceable consonants);

➢ pronunciation of foreign words (assimilation to the Russian version or preservation of the original?);

➢ pronunciation of individual grammatical forms of words (endings of adjectives and verbs)[5].

At the initial stage of reading, spelling reading is used, spelling reading skills are gradually formed. Words involving sounds that do not correspond to the spelling of pronunciation are read first orthographically, and then orthographically, and their spelling is compared with their reading. After the students reach a certain level of understanding, an orthoepic reading is performed.

Psychophysiological description of the process of reading and writing. Both reading and writing are complex speech actions. These processes require willpower, intelligence and even physical effort from a small schoolboy.

When teaching a younger student to read , the following is observed:

1. A child sees one letter while reading, brings pictures to his eye to recognize it, remembers pictures or other letters, when he remembers, he falls in love with him to say, but the teacher does not allow him to speak, from which he demands to pronounce a syllable.

2. The reading process slows down until the reader remembers the second letter, the first one is forgotten or the word is formed from a syllable, syllable by adding them.

Most often, the child loses the line that he reads, he has to reread the letter, syllable, word. The reader's attention begins to perceive the syllable and the word as a whole.

In order for them to successfully master reading, it is necessary to pay great attention to the development of perception, memory, thinking and speech of students.

Phonemic hearing is an important condition for the formation of spelling skills. Therefore, in order to develop a sense of hearing during the period of literacy, it is also desirable to perform special various exercises.

In the process of writing, students will be able to correctly take a pen, put a notebook correctly, write lines when writing a letter, a hand along them, you need to remember the movement, how to connect a letter to a letter, whether to fit in a row or not.

In the process of writing, the reader gently, confidently runs the pen over the paper, stops writing one letter and compares it with the drawing, sometimes going beyond the line, coloring and correcting the wrong ones.

Thus, based on the above, we can conclude that the Russian language has its own pronounced phonetic features. A fairly large number of them are found, which is of great interest to linguists, as well as those who learn the Russian language at an early stage of its study. As a result of such difficulties, a large number of errors occur when mastering the phonetic aspect of learning Russian as a foreign language. The task of the teacher is to help students develop literacy skills with the help of systematic exercises. Today it is not only our main task, but also our human duty - to educate a harmoniously developed generation [6, 14]

References:

1. JK Madaminovna. Factors affecting the complete education of a child in the family NeuroQuantology, November2022| Volume 20 | Issue 15 | PAGE 6750-6755| DOI: 10.48047/

2. ЖХ Мадаминовна. Роль общения в формировании личности. ОБРАЗОВАНИЕ, ВОСПИТАНИЕ И ПЕДАГОГИКА: ТРАДИЦИИ, ОПЫТ, ИННОВАЦИИ: сборник статей Международной научно-практической конференции. – Пенза: МЦНС «Наука и Просвещение». – 2022. – 184 с.

3. Научные основы методики обучения грамоте. https://zdamsam.ru/a1926.html

4. Психологические и лингвистические основы методики обучения грамоте. https://revolution.allbest.ru/pedagogics/00416478_0.html

5. Особенности русской фонетики. https://langtown.ru/blog/theoretical_phonetic/51.html.

6. KM Zhurabekova. Main Directions of the Policy of the Republic of Uzbekistan in the Sphere of Education. Russian Journal of Political Studies, 2020, 6(1), 13-17.