Developing Students' Speaking Skills by Task Based Language Teaching

Otaboyeva Naimaxon Narimon qizi
Linguistics
Graduate student of NamSU

Abstract: This article provides information on the development of students' speaking skills and the development of written speech through task-based language teaching.

Key Words: Speech, graphics, communication, improvement, subject.

Introduction

The main goal of teaching the mother tongue in school is determined by the role and function of the language in society. It is known that language serves as a means of communication and interaction between members of society, a means of expressing one's thoughts and ideas verbally and in writing, and a means of expressing one's inner experiences. Hazrat Alisher Navoi wrote that language, as a means of communication between people, occupies a great place in the development of society, and that it is one of the main signs that separates a person from an animal.

Mother tongue education is a skill that allows children to expand their thinking activities, to be able to think freely, to listen to the opinions of others, to be able to express their thoughts fluently orally and in writing, and to communicate freely with members of society. and serves to develop skills. Here, mother tongue education is considered not as a subject, but as an educational process that organizes the entire educational system. The type of speech activity is the use of thinking based on language tools (words, phrases, sentences). Speech acts as communication and message, to express one's thoughts with emotions and to influence others. A well-developed speech serves as one of the important means of human activity in society. And for the student, speech is a tool for successful learning at school.

Literature Analysis and Methodology

speech cultivation? If the student and his/her language activities are taken into account, speech development means all-round active practical acquisition of the language. In the case of a teacher, speech development means the use of methods and techniques that help students to actively acquire the pronunciation, vocabulary, syntactic construction and connected speech of the language.

Language is a sign system that serves to implement human communication and thinking, and encodes (encrypts) the existence surrounding a person. Speech is a form of communication of people through language, which arose historically in the process of material change of people. Taking into account what tools are used in the speech process, it is divided into oral (sign form), written (graphic form) and kinetic (communication using language and gestures) types. ANRadishev considers written, i.e. "visible" speech to be the closest speech to oral speech, and puts forward the opinion that "both of these types of speech are types of oral speech." Written and spoken speech are interconnected: a sign (grapheme) of written speech is a phoneme. That is, the written speech is "folded" into the signs of spoken speech and is a more difficult and complex secondary symbolization system than spoken speech.

Results

The type of activity of a speaker is the use of thinking based on language tools (words, phrases, sentences). Speech performs the function of communication and communication, expressing one's thoughts with emotions and influencing others. Well-developed speech serves as one of the important tools of human activity in society. And for the student, speech is a tool for

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successful learning at school. Three directions are clearly distinguished in the development of written speech:

1) word search.
2) phrase and sentence search.
3) research on connected speech.

The three indicated directions are carried out in parallel: vocabulary work provides material for the sentence; working on words, phrases and sentences prepares for connected speech.

In turn, connected speech serves as a means of enriching the vocabulary of the story and essay. Developing written speech is a more complex process than oral speech. Because it requires students to construct correct sentences in terms of grammar and content, to use each word correctly in its place, to express ideas concisely, coherently, expressively, and in terms of style, simply and fluently. , requires making conclusions based on the stated opinions. The complex nature of this speech is again that it has to do with spelling, punctuation and style. Writing the word correctly, using punctuation marks appropriately, expressing the idea in accordance with the requirements of the style requires a great responsibility from the student. Therefore, this type of speech is slow and complicated. Another characteristic of written speech is that it can be checked, corrected, and improved. In this respect, it has more favorable opportunities than oral speech. The student works on mistakes and shortcomings in written speech, eliminates them, tries to avoid these mistakes and shortcomings in his next work. The teacher should not forget that often students pay much attention to spelling and punctuation in written works and do not work enough on the content of the text. Texts are often dominated by ideas that are not related to the topic, and the main idea is neglected. That's why in native language lessons, students' attention is not only on spelling and punctuation, but also on the fact that the expressed idea has reasonable arguments, the correct placement of the material, and the correct expression of the idea in accordance with the speech conditions. should be focused. In mother tongue classes, it is necessary to create such a situation that the student is satisfied with the text he created. This inspires him to improve his speech. If the students think creatively independently and are able to express the product of their thoughts correctly and fluently in oral and written forms in accordance with the speech conditions, the mother tongue training will be effective.

Let's consider methods for developing the student's written speech at school :

"Interdependence" Picture cards are distributed to students. After they get acquainted with the cards, the student tells about the object in the picture. For example: "This is an apple tree. Apples grow in the garden and include fruits. The students love him very much." Then the second child also talks about the object he has and has to say the correlation between his object and the object of the first student. For example: "This is the sun. When the sun rises, the air warms up. Readers love it. When the sun is warm, apples and other fruits will ripen." Then the third student talks about his subject and has to find the connection between the second child's subject and his own subject. The game continues in this order.

"Looking for commonality" Students sit in a circle. The presenter throws the ball to one of the students and says two unrelated words. For example: school and student, book and shelf, sun and flower... The student who catches the ball returns the ball by saying the common sign between the pairs of words. "Journey" Students are asked to describe their journey from school or home to a certain place. Students independently observe the "object" for several days and verbally describe it. In this game, which requires carefulness, intelligence, observation, attention to the environment, it is possible to cultivate feelings of love for the Motherland, love for nature, and attention to the surroundings.

Conclusion

In short, if the teacher-pedagogue organizes the lesson of the mother tongue using these methods, the vocabulary of the students will increase, and the ability of independent thinking will be formed. The idea of liberating our society finds its expression directly in the educational process, it is provided on the basis of its new organization and content change, more humanization, socialization and democratization.

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