



## FACTORS OF STUDENTS' WRITTEN SPEECH DEVELOPMENT IN MOTHER LANGUAGE (UZBEK) EDUCATION

Submission Date: December 03, 2022, Accepted Date: December 07, 2022,

Published Date: December 13, 2022

Crossref doi: <https://doi.org/10.37547/philological-crijps-03-12-10>

Journal Website:  
<https://masterjournals.com/index.php/crijps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Gulchiroy Sadulla Kizi Muhiddinova

Phd Student, Alisher Navoi Tashkent State University Of Uzbek Language And Literature, Uzbekistan

### ABSTRACT

The article describes teaching based on new pedagogical technologies using the researches of A. Gulomov, B. Kobilova, K. Husanboyeva, M. Saidov, K. Mavlonova, T. Yusupova and applying it to students' written speech.

### KEYWORDS

Competence, pragmatics, language didactics.

### INTRODUCTION

The methodology of language teaching in the world uses the achievements of pedagogy and linguistics. Language is a means of understanding existence for a person, the linguistic landscape of the world is formed in the student's mind only through the mother language. In this sense, the discovery of new methods of teaching the mother

language and continuous introduction into practice are important issues. Most countries are effectively using the achievements of English language education, which is accepted as a model in the international language teaching methodology. It is known from the observations that the development of speech skills and preparation of the student for various speech



situations are among the main issues in the methodology of international language teaching, and its implementation mainly depends on the quality and content of educational tasks. All peoples understand the mother language as the main criterion for national preservation, and while doing this through education, they pay great attention to the development of the skills of turning the mother language into an active means of communication and glorifying it as a value.

Mother language education serves to expand children's thinking, to develop their free thinking and written speech, and to develop their skills and abilities to communicate freely with members of society. In such a situation, mother language education is considered not as a subject, but as an educational process that organizes the entire educational system.

In different periods, philologists-scientists also contributed to the methodology of teaching the mother language as authors of programs and textbooks. H. Nematov, N. Mahmudov, A. Sobirov, I.K. Mirzaev are among them. B. Mengliev abandons excessive grammar in teaching the mother language, develops students' speaking skills, inculcates the national language and national spirituality into the student's thinking based on the dictionary and text, prepares the student for various speech situations, creative thinkers from the direction of education [1].

It is known that each lesson is aimed at achieving three goals: teaching, educating and developing. In the education of the mother language, the development of grammatical knowledge was mainly envisaged. It is true that there is no lesson

or textbook without grammar, but it should be in moderation. Instead of making language learning a complex process, it is necessary to investigate why the knowledge of native language teachers is undervalued, because knowledge, skills and competences may be incorrectly measured. A school teacher is not asked about the theory of language - laws, in fact even scientists know only a small branch of linguistics. Of course, it is wrong to require a teacher to know all areas of linguistics.

## THE MAIN FINDINGS AND RESULTS

Grammar is not a rule, but a transition to working with the text in the native language, creating a system of questions and tasks that lead to understanding the meanings of words in the text, pronunciation and spelling, what the author of the text actually wants to say, ensures the student's love for literature, understands the content of the texts specific to different speech situations, the necessary information, feels the expressive possibilities of the native language.

Science cannot develop on its own, its movement is ensured by the methodology. Although efforts have been made by philologists-scientists to develop the field of methodology, so far in the methodology of teaching the mother language, what the student should learn through training, which educational material he should know by heart, which study material does not need to be memorized, it will be enough if it is read and understood, which sections are taught mainly from exercises, in which more work on assignments, exercises, assignments and



questions from each other differences, what examples and texts should be taken for analysis material, the criteria for their selection and application have not been determined. Grammatical maximums and lexical minimums that students should acquire were not developed. It should be noted that B. Mengliev, for the first time, developed the grammar minimum for students of general secondary education, and in a certain sense succeeded in reducing excessive grammar. This can be seen in the example of the current 10-11th grade “Mother Language” textbooks [2, p. 5]. R. Niyozmetova rightly expresses the following opinions about this: “Today, there is no minimum vocabulary that serves to select the words included in the current Uzbek language textbooks. The words in the textbooks are referred to according to the requirement of thematics, the fact that they are found in the texts, as a result, they are not in a specific order and consistency, but in a mixed arrangement” [3, p. 214].

At this point, it is appropriate to dwell on the issue of educational dictionaries and educational dictionaries that guide them, organize effective work with them, and greatly contribute to the increase of vocabulary.

Speech is a type of human activity, and language tools (words, phrases, sentences) are a means of thinking. The organs of speech perform the function of communication and message, expressing one's thoughts with emotion and influencing others.

Well-developed speech and written speech serve as one of the important means of human activity

in society. For students, written and oral speech is considered a tool for successful education at school and university, and an important factor of communication in society.

If children who speak their mother language are admitted to the primary class of the school, and their easy listening comprehension is taken into account, the skills formed from level 0 will be only reading and writing. In higher grades, this is not a problem either, because a student who has reached the 5th grade has the skills of speaking, reading, listening and writing in a certain sense.

Listening comprehension, reading comprehension, speaking and writing skills can serve as a basis for teaching a foreign language, because Uzbek students do not have these skills in Russian or English, during the lesson absorbs. But there is also the problem of determining the speaking skills that students should acquire in mother language education today. Today, speaking requirements for teaching a foreign language are also applied in the mother language, but it does not give the expected effect, in our opinion. As a carrier of the language, the student who can hear and understand, can read, speak, and write can understand the message, information (audio, video song, poem, ghazal, question) that he just heard; understand the content of the read text; on the basis of the received information, it is necessary to set requirements to speak fluently in literary language, and to write down one's attitude meaningfully (essay) [15, pp. 85–90]. The fact is that the development of such skills requires a serious reform of educational tasks. Educational



tasks, which are one of the smallest elements of the methodology, are one of the important levers that lead mother language education to the right path.

The methodology of language teaching in the world uses the achievements of pedagogy and linguistics. Language is a means of understanding existence for a person, the linguistic landscape of the world is formed in the student's mind only through the mother language. In this sense, the discovery of new methods of teaching the mother language and continuous introduction into practice are important issues. Most countries are effectively using the achievements of English language education, which is accepted as a model in the international language teaching methodology. It is known from the observations that the development of speech skills and preparation of the student for various speech situations are among the main issues in the methodology of international language teaching, and its implementation mainly depends on the quality and content of educational tasks. All peoples understand the mother language as the main criterion for national preservation, and while doing this through education, they pay great attention to the development of the skills of turning the mother language into an active means of communication and glorifying it as a value.

Developing written speech is more complicated than speaking. Because it requires students to construct grammatically and substantively correct sentences, to use each word correctly in its place, to express thoughts concisely, coherently, expressively, in terms of style, and fluently require

making conclusions based on the opinions made. The complexity of this writing is that it has to do with spelling, punctuation, and style. If the child is not aware of spelling and punctuation marks, he will make mistakes in written speech. Correct writing of words, appropriate use of punctuation marks, expression of thoughts in accordance with the requirements of style require a great responsibility from the student. Therefore, this type of speech is rather 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, and tries to avoid these mistakes and shortcomings in his work [4; 11, pp. 451-457].

In order to improve their written speech, students mainly pay attention to spelling and punctuation in written works and do not do enough work 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. In mother language classes, students pay attention only to spelling and punctuation marks and to the correct expression of the expressed idea in accordance with the speech conditions. It is necessary to pay attention.

Mother language lessons will be effective if students can think creatively independently and express it properly orally and in writing.

## CONCLUSION



There are also factors that oppose the development of a child's written and oral speech in mother language education. One of these factors is that children speak Tajik, Kazakh and other languages at home, on the street or outside of school, and study in Uzbek at school. The fact that most of the students speak Tajik, Kazakh, and Kyrgyz at home limits their ability to freely express their thoughts using the rich possibilities of the language.

In addition to the factors listed above, the negative impact on the development of children's oral and written speech is that parents do not work enough on the child's speech.

## REFERENCES

1. <http://uza.uz/oz/education/-uvchini-mayib-ilayetgan-k-rinmas-va-samarasiz-milliardlar-14-11-2019>
2. Mengliyev B. and others. Mother language. Part II. Textbook for 10th grade. - Tashkent, 2020. – p. 5.
3. Niyozmetova R. Methodology of studying Uzbek literature in the continuous education system (in Russian-speaking groups). Monograph. – Tashkent: Science, 2007. – p. 214.
4. Jumayeva Zulhumor Faizullayevna “Forms and means of developing students' speech in mother language classes” article.
5. Alavuddinova N. Methodology of formation of creative thinking skills in native language classes: Abstract of the Diss. PhD. TSPU. – Tashkent. 2008. – p. 24.
6. Yusupova T. Teaching the students in the school based on the continuous education system: Abstract of the Diss. PhD. TSPU. – Tashkent. 1998. – p. 22.
7. Mavlonova K. Improvement of teaching methodology by integrating the subject of the mother language with the subject of literature through artistic text. Abstract of the Diss. PhD. TSPU. – Tashkent: 2019. – p. 22.
8. Raupova L.R. (2022) Principles of creating an electronic dictionary of grammatical terms. Asian Journal of Multidimensional Research. Year: 2022, Volume: 11, Issue: 10. First page: (272) Last page: (281) Online ISSN: 2278-4853. Article DOI : 10.5958/2278-4853.2022.00263.4
9. Khursanov, N. I. (2022). Types of Semantic Transference in Dramatic Discourse (on the Example of Uzbek and English Texts). ACADEMICIA: An International Multidisciplinary Research Journal. Year: 2022, Volume: 12, Issue: 4. First page: (152). Last page: (158). Online ISSN, 2249-7137.
10. Davletnazarova, L. B. (2021). The Importance Of Language Testing And Assessment At State Schools In Uzbekistan And Ways To Improve The Process. The American Journal of Interdisciplinary Innovations Research, 3(01), 30-34.
11. Raupova, L. R., & Kholmurodova, M. I. (2020). Dialogical discourse as an environment in which a polypredictive unit is implemented. ISJ Theoretical & Applied Science, 03 (83), 451-457.





12. Khursanov, N. I., & Gulyamova, S. B. (2021). Linguistic classifications related to discourse and its classifications. ISJ Theoretical & Applied Science, 10 (102), 825-829.
13. Raupova, L. R., & Kholmurodova, M. I. (2020). Dialogical discourse as an environment in which a poly-predictive unit is implemented. ISJ Theoretical & Applied Science, 03 (83), 451-457. Soi: <http://s-o-i.org/1.1/TAS-03-83-85> Doi: <https://dx.doi.org/10.15863/TAS.2020.03.83.85> Scopus ASCC: 1203.
14. Davletnazarova, L. B. (2021). Causes of Pragmatic Failure and Ways to Avert them in Teaching English Language. International Journal of Discourse on Innovation, Integration and Education, 2(2), 53-56.
15. Khursanov, N. I. (2021). Linguocognitive Analysis of the Verbs of Behavior Expressing Human Personality (Behavior) (on the Basis of Uzbek and English languages materials). Current Research Journal of Philological Sciences, 2(05), 85–90. <https://doi.org/10.37547/philological-crjps-02-05-19>