



METHODS OF USING STUDY MATERIALS FOR THE DEVELOPMENT OF WRITTEN SPEECH IN MOTHER LANGUAGE CLASSES OF THE 8TH CLASS

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Abstract:

The article talks about the method of developing written speech in native language classes. In particular, in the development of this methodology, scientific and methodological conclusions regarding the creation and use of educational materials are put forward. Each conclusion presented in the article is proven by specific methodological developments. In particular, educational materials for the development of written speech of 8th grade students will be presented.

Keywords: written speech, educational materials, national methodology, speech culture, speech technique, methodology.

INTRODUCTION

One of the urgent tasks of today is to raise speech culture, which is an integral part of our national culture, to the same level as phonetics, lexicology, orthography, orthography, and grammar departments of linguistics. Nowadays, when the new Uzbekistan is being established, the Uzbek language serves as a tool for the exchange of ideas of our country. Currently, high-level artistic works are being created in Uzbek, state affairs, education, promotion, campaigning and research in our republic are conducted in this language. In fact, our mother tongue is one of the most developing languages. In this regard, without belittling the role of the people, the main creator of the language, it is necessary to emphasize the services of our scientists, poets and writers, statesmen, pedagogues and press workers, masters of cinema and theater arts, and publishing workers. At the same time that our language is rising to the top, we must not forget that there is another important task in front of us - we must master the Uzbek speech culture, which is considered a component of universal human culture, at a high level.

The most important aspect of the general speech culture of a teacher is a lively, sound speech and the correct realization of all its elements. Such a process involves a number of events:

- sound quality;
- proper breathing during speech;





- accurate pronunciation of sounds and sound combinations;
- such as clear diction.

The main issue in speech technique is the issue of voice. For anyone whose main weapon is speech, the voice is crucial.

Irregularities in breathing in the process of speech formation are called phonation, this phenomenon is one of the shortcomings observed in the teacher's speech. In order for this process not to disturb the speech, it is necessary to arrange the inhalation and exhalation phases in the respiratory tract in such a way that the inhalation should be effortless, somewhat faster, and the exhalation should be smooth, uniform and continuous. The longer the exhalation is, the better it is, so that the phenomenon of phonation does not disturb the speech. After all, it is during exhalation that the sound is created.

Speaking techniques cannot be mastered without learning the phonetic rules of linguistics, at least in a general way. We know that the physical-acoustic properties of sound consist of such qualities as its height, power, timbre (colorfulness) duration. Prosodic elements of intonation ensure the duration of the resulting oral speech product, i.e., speech melody, speech rhythm, speech tempo (speed), speech timbre are also based on these physical-acoustic features.

In order to have the speech technique required by today's times, the teacher should constantly work on his speech, perform exercises in order not to repeat the mistakes he made once, be concerned about the improvement of his speech, and regularly follow the rules of phonetics and phonology. It is advisable to repeat it regularly, if necessary, to use exercises that help to eliminate defects in his speech, because without perfect speech technique, the oral speech of any speech maker cannot be considered fluent.

If the language is considered a social phenomenon and is considered general, speech is a personal phenomenon, therefore, if the teacher has not studied the norms of speech or prefers the personal option given by his dialect, he may be limited from perfect speech technique. There are strong and weak standards in our literary language. Strong standards are always enforced by people who speak literary language. Weak norms are also caused by attention in oral speech. Correctness of speech is the first stage of speech culture, and its communicative quality is determined by compliance with literary language standards. Each field of linguistics includes certain disciplines, including the norms of literary language, which belong to descriptive linguistics, so it is not difficult to determine that the main basis of speech culture is the normative grammar of the modern Uzbek literary language. As linguist B. N. Golovin noted, "speech culture as a science and subject of study is based on the





information provided in normative grammar, but differs from it in terms of approach to language material: the grammatical facts of the language make speech culture, first of all, It is interesting that the subjection to the yours is practiced, ambiguous and violated. It is not the grammatical nature of grammatical forms and categories, but the aspect of standardization that is important for speech culture. Another key aspect for speech culture is to create a correct speech based on the selection of literary norms of existing grammatical forms and classifiers in our language in accordance with the purpose of the speech.

Orthoepy teaches the correct pronunciation of sounds. So, the section of orthography determines the norms of literary pronunciation, therefore it is related to the culture of speech. Orthoepia studies the pronunciation features of sounds, defines the norms of literary pronunciation. Phonetics studies the entire system of sounds in our language, their laws, the sound construction of speech, and many other issues related to tone and accent. Speech culture is closely related to phonetics and orthography, as these standards are the basis for evaluating the correctness of speech. Although speech exists in oral and written form, in fact, written form is also structured and perceived as "internal" oral speech. Therefore, many phonetic-intonational features of spoken speech are not reflected in written speech (of course, punctuation cannot express all of them at all). At this point, there is no need to comment on the famous English writer Bernard Shaw's opinion that "There are fifty ways to say yes and five hundred ways to say no in speech, but there is only one way to write it." there are not so many distinguishing features of oral speech. Uzbek writer Asqad Mukhtar, who is one of the great masters of words, said that "the pen draws the shadow of the word" and emphasized that the possibilities of written speech are limited compared to oral speech. Accent, tone, tone, in short, all prosodic tools, even speech melody (tone) in our voice during the formation of our speech are necessary tools for both communicative and aesthetic expression. The German linguist Karl Fossler told of an actor who was able to impress the audience in an unusual way, when this artist recited the numbers from one to one hundred on stage in Italian with such prosody that his speech was taken as the speech of a murderous murderer. : "No one thought about the numbers, only they trembled and sympathized with the salty criminal. The accent gave a special meaning to the Italian numbers," said K. Fossler.

In particular, it will not be possible to fully demonstrate all of the above tools in a written speech. For example, the tone performs a syntactic (grammatical) function in a sentence, as well as serves for communicative expression (for example, My father has come. My father has come? My father has come!), performs an aesthetic-emotional function, gives a sentence feeling, impressiveness. (for example, when the





sentence is said in syllables in Ayt-may-man! style, determination, anger is expressed). The cases given in these examples are of great importance for our speech culture, because the phonetics department studies the essence, nature and laws of these phenomena in linguistics; and the use of such phonetic means to ensure the correctness and effectiveness of speech is within the authority of speech culture, and we have proved that speech culture is related to phonetics.

One of the most important requirements of speech culture is the sufficient level of our vocabulary, because it is impossible to create a cultural speech without enriching our vocabulary. It is impossible to choose the most necessary for clear speech from the vast vocabulary of our language without studying the laws such as the spiritual structure of the words in our language, their development, the relation of the words in the lexical system to each other. The department that studies our vocabulary is called lexicology in linguistics. Based on the information of this section, words are selected for speech in speech culture. The branch of linguistics lexicography is also directly related to speech culture, which does not require proof. In fact, the words and their meaning descriptions are collected in dictionaries, and choosing the right word, correctly imagining its meaning, and not mistaking its place, therefore, is the best and closest in creating a cultural speech. the helper is precisely the variety of dictionaries. Methodology is another department closely related to speech culture. When it comes to the relationship between this department and speech culture, it is possible to consider the object of study of these areas as one, and in some cases, it is possible to combine them. In fact, these two sections are so closely related that they both rely on each other, but have separate objects of study. Our linguists, who have seriously studied these problems in the history of our linguistics, expressed the following opinion on this matter: "The object of examination of the field of speech culture is the sum and system of communicative qualities of speech, the conditions that provide them, the improvement, development or backwardness, decline of these qualities, etc. including, the object of the field of methodology is the study of language and speech styles. As long as methodology studies speech styles, in the same case, its relationship with speech culture is established. Because the teaching of speech culture itself requires a detailed reflection of language styles, the fact that each style has its own aspects, and it needs to be highlighted. Because the communicative qualities of speech, as a rule, change within each style, while one is better manifested in one style, the other is more weakly manifested in another. complement each other, serve each other, despite being separate spheres.

In addition, the science of speech culture has a strong connection with the science of logic. After all, logic is manifested first of all in speech, especially in oral speech,





because speech that is not logical cannot be cultural in any case. The fact that the core of the words of logic and speech in our vocabulary is exactly the same is a clear proof of our opinion. There are also situations in the speech process where the rules of logic are used, including those used to ensure accuracy and logic in the interaction of certain words and whole sentences. Our great thinker ancestor Abu Nasr Farabi considered the science of logic as a science and described its importance in the following way: "Just as grammar corrects people's speech, it was created for this reason - the science of logic can also cause mistakes." where he is, he corrects the act in order to lead the thinking on the right path. The relationship of grammar to language and language expressions is like the relationship of logic to reason and mental concepts. Just as grammar is the measure of language where mistakes are always possible in language expressions, so logic is the measure of reason when mistakes are always possible in mental concepts." Logic is a science without which there is no possibility of real creative thinking, beautiful and clear speech. The necessity of mastering the science of logic is that the speaker should be able to independently generate a third new idea from two known ideas and express it in a proper speech.

Words with a complex structure should be written in syllables on the board or computer screen in advance and read aloud with the students, it is better to teach the students in chorus results. This method gives good results in education, because the mistakes made by students are corrected in two ways:

- 1) if the student reads the suffix at the end of the word incorrectly, the mistake can be corrected without stopping the student from reading;
- 2) if the meaning of the sentences is broken due to a mistake in reading, the method of re-teaching is used. In this case, if the student is asked a question about the text he has read, the student carefully re-reads it.

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