



**FORMATION OF SPEECH COMPETENCES IN ELEMENTARY SCHOOL STUDENTS
THROUGH THE MOTHER TONGUE AND READING LITERACY TEXTBOOK**

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Annotation:

In this article, the foundation for elementary school students to be able to independently apply the knowledge they learn in the course of education in daily activities, students' competences related to science, in particular, the role of the mother tongue and reading literacy textbooks in the formation of speech competences is discussed.

Keywords: Primary education, mother tongue and reading literacy, competence, science-related, speech competence, vocabulary, proverbs, synonyms, antonyms) words, homonymous words.

Based on the continuity of education in our country and the orientation towards educating a well-rounded person, in order to ensure the consistency of the content of general education subjects taught in general secondary schools, competencies were determined based on the content of each subject.

Competence (lat. Compete-achieving, worthy, worthy) - 1) scope of powers, rights and duties of a certain state body (local self-governing body) or official defined by law, charter or other document; 2) knowledge, experience in this or that field. Competence is the ability to apply knowledge, skills and abilities in life. The components of the state standards of general secondary education are the complex of knowledge, skills and competencies, the basic curriculum, and the evaluation system of educational programs. [2]

Competency approach in education means teaching students to effectively use various skills acquired in personal, professional and social situations. In the modern education system, the formation of competencies starting from the primary grades is the main requirement of today. To acquire knowledge in primary grades and to be able to apply the acquired knowledge in everyday life, to form the ability to think independently, to be able to express one's opinion clearly in writing and orally, to ask simple questions logically based on the topic the initial skills of receiving, effective cooperation in different groups, behavior in a team, increasing vocabulary, self-management, following cultural norms and a healthy lifestyle in behavior are formed.

It is known that every subject taught to students in schools is of great importance in the development of the young generation to become a well-rounded, educated person useful to the society. In particular, elementary school plays an important role as a foundation for the future of the young generation. How strong the foundation is depending directly on the subjects taught in primary classes. Mother tongue



Academicia Globe: Inderscience Research

ISSN: 2776-1010 Volume 4, Issue 2, Feb., 2023

and reading literacy have an important place among the subjects taught to primary grades. This subject was previously taught as a separate subject, but now it is considered a single subject. The science of mother tongue and reading literacy is important in improving oral and written literacy of primary school students. That is why it is necessary to cultivate interest and love for this subject in every student. The curriculum of this subject was created based on the requirements of the State Education Standard aimed at forming students' competences related to science.

The purpose of teaching mother tongue and reading literacy in general secondary educational institutions is to form students' oral and written communication skills, to read correctly, to teach them to think broadly, it consists of forming the skill of creative thinking, increasing vocabulary, developing consciousness, reading and speech culture. The main task of teaching science is to develop speech competence aimed at thinking of the student's personality, broadening his worldview, understanding the opinions of others, being able to express his opinion in oral and written form; formation and development of students' knowledge of grammar (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation marks, speech styles, stylistic concepts) and using the broad possibilities of science. It consists in the formation of linguistic competences aimed at developing the ability to accurately and fluently describe what one has read, seen, and heard.

In the process of learning the science of mother tongue and reading literacy, it is valuable as a material that serves as a basis for teaching the mother tongue at school in solving the issue of forming the foundations of scientific worldview in students. The real side of the material, its ideological direction and artistic expressiveness affect the students' thinking and emotions, expand their knowledge about the environment, cultivate their interest in the language and the people who created it, and the general development level of the students. It grows and affects the formation of their personal qualities and worldviews. In recent years, the requirements for the content of school textbooks and manuals published for students have increased significantly. The main criterion of the material is the knowledge-enriching value of the text and individual sentences, lexical and stylistic accuracy, thematic diversity, connection with different aspects of life, ideological and thematic orientation of the texts, suitability for young students. Implementation of such requirements will increase the social types of speech activity in elementary school students.

A student who has developed speech competence will have the following qualifications and skills in the four main types of speech activity: listening and understanding speech, speaking, reading and writing. He can understand the teacher's speech and concepts related to the topic, mutual question-and-answer, tasks, video and audio (multimedia applications) texts within the topic; can understand and express the content of the read text and the opinion of others, can observe the tone of words and sentences in oral speech, can use new words acquired during speech in oral speech; Pronunciation and spelling of vowels and consonants, knows how to divide and move words into syllables, distinguishes types of sentences according to the purpose, punctuation marks (period, question mark, exclamation marks) according to the tone of the sentence. can use, identify primary and secondary parts of the sentence; reads the text expressively, divides it into parts, can determine the main idea, can give a title to the text



and create a plan, can read the words in the exercise text, various texts and tasks completely, fluently and comprehensibly, observing the tone of speech can cry; can create a creative text based on a picture, can write according to the rules of paragraphing, spelling and etiquette, observing the logical consistency of the composed creative text. [2]

One of the necessary factors for the formation of competences and skills related to speech competence in elementary school students is to work on dictionaries and increase vocabulary. It is made up of the placement of word combinations in a certain sequence. The richer and more developed the student's vocabulary is, the richer his speech will be. A wide opportunity is created for him to express his opinion clearly and expressively. Therefore, the richness, variety, mobility of the vocabulary is an important condition for the successful development of speech. Dictionaries create an extremely valuable and rich vocabulary that leads to students' creative thinking, level of independent thinking, and fluent expression of the product of creative thought in oral and written forms. When a child comes to school for the first time, the vocabulary is limited and the level of expression is very simple. They also have little understanding of the environment and society. First of all, the surrounding environment, nature, people's life, study activities, communication with adults and peers are the main source of enrichment of the student's vocabulary. As a result of interacting with nature and people, the child learns words, phrases, figurative expressions, proverbs, wise words, and turns them into his own words. The demand to expand the child's vocabulary certainly arises in the course of the lesson. In particular, in the "Mother language and reading literacy" textbook, one can see a great attention to the development of vocabulary, adding words with new meanings to the child's vocabulary. A child's vocabulary is enriched mainly by learning new words and adding these words to the list of words used in everyday life. That is, these works are mainly carried out through explanatory dictionaries. This is another successful side of the "Native language and reading literacy" literacy textbook.

Since this textbook is adapted for elementary grades, some texts and poems are followed by explanatory dictionaries. In addition, the textbook includes tasks that not only increase the student's vocabulary, rather, it creates an opportunity to better understand the meanings of the new words added to their vocabulary. An example of this is the following assignment from the first part of the 2nd grade "Native language and reading literacy" textbook.

hashar	bir qancha oila jam bo`lgan hudud
uy	uyalar va imoratlar joylashgan yo`l
o`yin maydonchasi	hamma birgalikda bajaradigan ish
mahalla	har bir oila uchun alohida boshpana
ko`cha	bolalar o`ynaydigan joy

The condition of the assignment is to read the given words according to their meaning.

Through this assignment, it is clear that the house is a work that everyone does together, that the house is a separate shelter for each family, that the playground is the place where children play, that the neighborhood is an area where several families are gathered, that the street houses and buildings are



located on the road. understands. He can understand the original meaning of the above five words, not superficially.

The use of synonyms and antonyms is effective in activating students' vocabulary. Synonyms are words that express a common meaning with different spellings and pronunciations. Theoretical information about synonyms is not given in elementary grades, but the understanding of synonyms is formed with the help of practical exercises. Work with synonyms begins elementary from the 1st grade: students are taught to find a synonym of a given word, to explain how it can be said differently, and in the 2nd-3rd grades to find and say 2-3 synonyms of a given word. In the textbooks "Native language and reading literacy" tasks and exercises related to meaningful words are presented in different forms:

1. Find a synonym for the given word. In this case, several words are given in the puzzle. The student is asked to find the meaning of these words from the text or poem given before the assignment. For example, after Po`lat Mo`min's poem "Pasture pleasure" in Part 2 of the 3rd grade "Mother Language and Reading Literacy" textbook, which is in the "Uzbekistan's unique nature" section, as mentioned above the type of assignment is listed. Task condition: read the synonyms given below, find and write the synonyms of the words taken from the text of the poem.

Sample: Beg`ubor – toza, rohat – maza
Bepoyon – poyonsiz
Yel - shaboda
Osmon – ko`k
Yayov – piyoda

2. Copying the sentences by leaving the corresponding words. For this, a series of synonyms is given in parentheses, the reader chooses the sentence that matches the meaning of the sentence and copies it:

Daryo suvini (bahor, ko`klam) toshirar,
Odam qadrini (mehnat, ish) oshirar.
Oltin (o`t, olov, alanga)da, odam (ish,mehnat)da bilinadi

Synonyms enrich the language from the lexical side, so it is very important to work with such words. The more synonyms there are in the students' vocabulary, the more expressive their language will be. When explaining the meaning of a new word to the student, it is appropriate to use words with the opposite meaning (antonyms) to achieve his correct understanding of the word. Antonyms give the opposite meaning, they are often found in words that denote a sign. Introduction of antonyms to elementary school students is mainly carried out in a practical way. Working on antonyms in the textbooks "Native language and reading literacy" begins with finding antonyms in a text, poem or proverb. For example, in the exercise given in the second part of the textbook "Native language and reading literacy" of the 2nd grade, a task is given to identify words with opposite meanings from proverbs:

1. Gapni oz so`zla,
Ishni ko`p ko`zla.
2. Kattaga hurmatda bo`l,
Kichikka izzatda



3. Yaxshi so`z qand yedirar,
Yomon so`z pand yedirar.
4. Erta turga ish bitirar,
Kech turgan ko`p turtinar.
5. To`g`ri boshni egri qilich kesmas.
6. Achchiq savol berib, shirin javob kutma.

This task can be completed as follows:

Oz – ko`p, katta – kichik, yaxshi – yomon, erta – kech, to`g`ri – egri, achchiq – shirin.

In addition, independent tasks such as creating sentences by combining words with opposite meanings can be given. In this case, the teacher chooses an antonym and gives a word to make a sentence.

The textbook “Native language and reading literacy” contains texts and works of art on various topics, and in the process of working on it, students are explained that some words are used in multiple meanings by working on similar words. However, theoretical information is not given on the related words, only preparations are made for the formation of such concepts. For example, in the first part of the 3rd grade “Native language and reading literacy” textbook, two different meanings of the following words were introduced:

To call – 1) to say his name or names in order to focus on himself;

2) to invite, to encourage to come somewhere.

To swim – 1) moving in water by moving an arm or a leg;

2) distribution of ready-made food in a container.

To put – 1) to place the thing in hand somewhere;

2) to give permission to do something.

To pull – 1) grab somewhere and push towards oneself;

2) share, distribute.

Such words greatly enrich the student's speech.

Another advantage of the textbook “Native language and reading literacy” in improving students' vocabulary is the presence of texts on different topics, that is, texts that provide connections between disciplines. For example, through the text “Two Waves” presented in the 3rd grade “Native language and reading literacy” textbook, students learn a number of new words such as “wave”, “flood”, “ship”, “mast”, “deck”, “ocean”, “sea”, and increase vocabulary. Vocabulary, in turn, is the main part of the development of students' speech competence.

The textbook “Native language and reading literacy” is perfectly designed and aimed at expanding students' logical thinking and worldview. Of course, the speech of a student with a wide range of thinking and worldview will be fluent and effective. The proverbs used in the textbook help to perform these tasks. Proverb is a genre of folk oral creativity, also known as “Otalar so`zi”. It is a pandoma that has been refined and condensed over the years. Proverbs differ from other types of folk art by being able to express a deep meaning, being concise, mature and thorough. In them, the dreams and hopes of the working people, mutual relations, patriotism, humanitarian qualities, and thoughts are reflected in their own form. For this reason, they teach children to think logically, to state the purpose briefly and



succinctly, increase their artistic taste, and help to better and more deeply notice the essence of historical events. Proverbs are very convenient material for reading, conversation, story creation, grammatical analysis and writing.

In addition, proverbs serve as a tool that helps to know the most subtle artistic features of the native language and to increase vocabulary. In the textbook “Native language and reading literacy”, proverbs are used in their place, in accordance with the topic of the given text or poem, and increase its impressiveness and imagery. In the second part of the textbook “Mother language and reading literacy” of the 2nd grade, Qambar Ota's poem “The Clock” is given, and then the following proverbs corresponding to the theme of the poem are given:

1. Vaqt tog`ni yemirar,
Suv toshni kemirar.
2. Uch kun barvaqt turgan bir kun yutar.
3. Yoqut bilan vaqt topilmas,
Vaqt bilan yoqut topilar.
4. Vaqting ketdi – naqding ketdi.

These proverbs contain several meanings. Through them, students understand that the past time cannot be found or turned back, that time is a priceless asset, therefore, every minute of time should be used effectively. The student does not simply read such proverbs used in the textbook. He tries to interpret them, he tries to tease them, he starts using proverbs in his speech. It is not an exaggeration to say that it enriches the students' thinking, improves their speech fluency, effectiveness, non-interruption, continues without interruptions, increases vocabulary and, of course, the development of speech competences.

To sum up, the role of the textbook “Native language and reading literacy” is incomparable in the formation of students' speech competence. Through the textbook, students will help the future of our country to have high potential, along with increasing their scientific literacy and knowledge.

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