

Development of Conversational Skills among Students of Presidential and Creative Schools

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Abstract: The article describes the main means of communication in the process of teaching the native language in creative schools, the system, methods and means of forming speech skills from speech skills, the type, classification and description of educational tasks. It gives an idea of the types of educational tasks that form impressive speaking skills in accordance with the norms of literary pronunciation among students of the presidential and creative schools.

Keywords: School of creativity, literary pronunciation, expressive speech, conversational speech, conversational skills, educational tasks, exercises, pronunciation exercises, classification of educational tasks, text, accents, logical accents

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INTRODUCTION

From ancient times the speech has been the main tool in the management of the society. Each person conveys his abilities, goals, desires through speech, but what the outcome will be depends on the level of the speech, its execution - pronunciation, the tone of the narration. In the world education system, special attention is paid to the student's oral presentation. In particular, the methods used in teaching international languages are often justified. In particular, an approach aimed at developing specific speaking skills in teaching English as a second language is proving to be proven in today's experiments. In this case, the requirement for speaking skills is to some extent suitable for teaching Uzbek as the state language, but is not suitable for mother tongue education.

In linguodidactics, it is necessary to distinguish between the concepts of speech and speaking. In international language teaching, along with listening comprehension, reading, and writing skills, speaking is also available, which is appropriate for a second language. The student can speak his native language as a family before coming to school, but he cannot speak. Teaching students to speak is an urgent task in the general secondary education system, especially in presidential and creative schools that train the country's leaders.

At this point, it is necessary to explain the concepts of speaking and speaking. Speaking is when a student or a particular person voluntarily expresses his / her opinion freely, orally, in the vernacular.

Speech, on the other hand, is a purposeful, well-structured speech that requires special preparation by the speaker, literary language, and rules of literary pronunciation. Today, speech is not taught in our schools. That is why the student is not able to give a meaningful, logical and effective speech to the community in unfamiliar speech situations, events such as meetings, celebrations, conferences.

In order to speak fluently and effectively, the reader must have the necessary vocabulary. G.Khamroev noted, "it is necessary to constantly increase the vocabulary by memorizing various exemplary texts."¹

Presidential and creative schools need to have the necessary vocabulary for students to develop speaking skills, and the exercise process must be well organized. O.Usmanova attributes the difficulties in resolving the issue to dialects. The researcher notes that the problem of pronunciation is not studied in the Uzbek language, and relies on the valuable ideas of the scientist F.K.Kamolov and Professor S.I.Ibragimov, who were the first to work on defining the norms of literary pronunciation. In this regard, the following views

¹ F.Хамроев Она тили ўқитишнинг самарали усуллари. Методик қўлланма. – Тошкент. Баёз. 2018. 197 б.

of H.Nematov are still important for the teaching of the mother tongue: So, choosing the most necessary knowledge of the native language is one of the main issues.

The main criterion for choosing knowledge of the native language is its usefulness and level of practical application. We understand the useful knowledge of the mother tongue as knowledge that serves to form children's skills of writing, creative thinking, correct and fluent expression of ideas in oral and written forms in accordance with the conditions of speech, educating and developing them in the spirit of high human qualities.²

We observe that the issue of literary pronunciation and its norms has been studied in detail in the languages of the developed countries of the world [English, French, etc.]. In this regard, phonetic exercises are effectively used in the world experience, including in English.

The speech of today's pupils, students, and even some adult intellectuals, especially teachers, proves that the correct pronunciation of some sounds typical of the Uzbek language cannot be sufficiently taught with simple, traditional exercises.³

According to Khamroev, one of the problems is the teaching of the mother tongue in secondary schools. Literary pronunciation is a sign of civilization. In the system of secondary education, from the 5th grade onwards, speech sounds, which are the main unit of pronunciation, are systematically taught in the Phonetics department. According to the requirements of the Department of Phonetics, students are required to master the rules of correct pronunciation and spelling, as well as the sounds of speech.⁴

There are specific requirements for the development of students' speaking skills, the mechanism of implementation. They can be classified and described as follows:

Develop literary pronunciation skills

1. Work on difficult-to-pronounce vowels
2. Work on difficult-to-pronounce consonants
3. Pronouncing words in the text in syllables
4. Work on word accents.
5. Joint reading exercise.

Increase vocabulary

1. Work on proverbs and sayings.
2. Work on phrases.
3. Work on descriptive expressions.
4. Work on synonyms.
5. Exercise to replace figurative expressions with words.

Teach them to use the opinions of others effectively in their own speech

1. An exercise in choosing another sentence that gives the same meaning instead of a sentence
2. Exercise to replace keywords
3. Exercise to replace auxiliary words
4. Oral translation of quotations into mastery sentences
5. Speaking exercise using simple sentences

Teaching speech techniques

1. Exercise to read the text in different tones
2. Exercise to narrate the text in a solemn tone

² Гуломов А., Неъматов Ҳ. Она тили таълими мазмуни. Ўқитувчилар учун методик қўлланма. – Т.: Ўқитувчи. 1996. 9-б.

³ Ҳамроев Ф. Умумий ўрта таълим тизимида фонетикага доир ўқув материалларининг илмий-методик таъминотини такомиллаштириш. Педагогика фанлари бўйича фал.дри.(PhD) дисс. –Самарқанд. 2019. 147 б.

⁴ Ўша манба 19-б.

3. Exercise to express the content of the text in one sentence
4. Exercise to present the content of the text in the form of propaganda
5. Exercise to promote the content of the text
6. Exercise to memorize the text.

These exercise processes develop students 'presidential and creative schools, primarily literary pronunciation skills, increase vocabulary, and prepare them for speaking, presentation, and advocacy. The main learning task that builds a student's speaking skills in the classroom is exercise. Assignments and questions help to evaluate the results achieved, organize the process, and develop thinking skills.

The content of assignments for working on the text should be pragmatic in nature, otherwise it will have no practical significance and will weaken the reader's attention. Every prospective speaker should, first of all, work on problems with pronunciation in his speech, practice non-stop. Otherwise, any well-thought-out speech can lose its effectiveness.

The bottom line is that in all educational institutions where leaders are trained, the main part of the training to develop speaking skills / abilities should be exercises. Also, the exercise processes should be systematic, one complementing the other. The technology of speech training we offer can be used not only in the training of future teachers in presidential and creative schools, but also in higher education institutions.

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