
WORKING ON TEXT TYPES IN THE DEVELOPMENT OF STUDENTS' SPEAKING COMPETENCE: THE DEVELOPMENT OF THINKING

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ABSTRACT

This article analyzes the types of texts, the linguophonetic features of poetic texts, the linguodidactics of scientific and artistic texts, the scientific and theoretical basis, and the peculiarities of working on text types in the development of students' speech competence. Reaction was reported. Improving the quality and effectiveness of education today requires every teacher to take a serious approach to the lesson, thoroughly preparing for the lesson process. Therefore, the development of students' speaking competence in mother tongue teaching is one of the main tasks facing the mother tongue teacher. Students' world of thinking, scientific approach to their thoughts, explanation of their ideas through argumentation, clear and consistent conclusions based on their knowledge, abilities and talents, logical and meaningful attitudes are improved in mother tongue lessons. In the context of the above, the text is an educational tool that is considered necessary.

KEYWORDS: *Text, Art, Formal Text, Knowledge, Skills, Competencies, Speech Competence, Advanced Pedagogical Technologies, Psychological Characteristics, Skills, Thinking, Oral And Written Speech, Poetic Text, Practical Skills, Text Analysis, Work On Text Types.*

INTRODUCTION

Improving the quality and effectiveness of education today requires every teacher to take a serious approach to the lesson, thoroughly preparing for the lesson process. Therefore, the development of students' speaking competence in mother tongue teaching is one of the main tasks facing the mother tongue teacher. Students' world of thinking, scientific approach to their thoughts, explanation of their ideas through argumentation, clear and consistent conclusions based on their knowledge, abilities and talents, logical and meaningful attitudes are improved in mother tongue lessons. In the context of the above, the text is an educational tool that is considered necessary. [1]

“It turns out that reading comprehension, understanding the content of the text read, memorizing the text only helps to develop students' receptive and reproductive speech”. The skills of reading comprehension and comprehension of the content of the text are tested by the knowledge acquired in the sections and the product of thinking. “It is not a mistake to understand the text syntactically according to its content and as a set of interconnected sentences using lexical and grammatical means. By text we mean a complex syntactic whole and a whole consisting of free speech. Syntactic analysis of a text involves the study of the relationships between sentences, breaking the text into larger syntactic units than sentences, into complex syntactic integrity”. “In the process of speech, sentences are grouped, grouped according to their thematic structure and tone, and form a separate syntactic unit - a complex syntactic whole. However, not all statements in the text are part of a complex syntactic integrity, and some are not part of it. We cannot include an arbitrarily selected word, phrase, or specific sentence in our thinking into the text. Because this calorie does

not correspond to the meaning understood and expressed in the text. Therefore, the various lexical, morphological, syntactic units used for the idea of the text are attached on the basis of linguistic rules for a specific purpose, and the spelling of words should be followed instead of the use of punctuation marks. For the syntactic analysis of the text, students are required to have sufficient knowledge of the sections of linguistics “Lexicology”, “Morphology”, “Phraseology”. In particular, in order to syntactically analyze phraseological units as a whole in one word, it is necessary to be able to find the phrase clearly in the text and to use the expressions in a figurative sense, to analyze them in a static state. [2]

THE MAIN FINDINGS AND RESULTS

According to O.V. Dolgova, “... in literary language it is important to determine that the written and oral forms are a whole and that they are closely related to each other through internal speech. When we read a written text, we not only perceive it with our own eyes, but we also “say” it as our inner speech”. According to M. Yuldashev, “It is well known that oral speech is primary and written speech is secondary. It is therefore an axiom that oral speech is the “genetic basis” for a written text”. The views of philologists are in harmony with each other. [3]

“The discussion is used in the main part of the text, firstly, secondly, in my opinion, therefore, because such introductory words and conjunctions, in the concluding part, so, so-and-so, such as introductory words and introductory combinations”. In mother tongue classes, students are taught grammar rules and theoretical information in depth, and are given exercises and assignments to reinforce the topic. Linking and summarizing, logical coherence is further developed. [4]

The development of the speech competencies of general secondary school students is in many respects a process related to the extent to which text types are taught. The 8th grade textbook, Mother Tongue, contains a variety of texts, most notably the creative-descriptive texts. artistic means can be applied. Scientific, journalistic and artistic texts, as well as essays are manifestations of creative and descriptive text. Creative-descriptive text provides effective results in the development of speech competence of readers. [5]

“A poetic text serves to influence the listener through every word, phrase, expression, sound, poet's feelings, thoughts, mood, pragmatic purpose. In poetry, the means of expression, the color of the image, the symmetry of form and content must all be unique and harmonious”. The poetic text given in the native language textbooks as an example of the work of poets and poetesses in order to strengthen the theme and to develop the speech has a positive effect on the mood of any reader. Expressive reading of a poetic text is felt in the improvement of speech technique. In Exercise 144 of the 8th grade textbook “Mother tongue” the task is given to work on the analysis of the poetic text. [6]

Farzand ota qullug'in chu odat qilg'ay,

Ul odat ila kasbi saodat qilg'ay.

Har kimki otog'a ko'p rioyat qilg'ay,

O'g'lidin anga bu ish siroat qilg'ay. Alisher Nava'i

Let the child become accustomed to the service of the father,

May his profession be blessed with that habit.

Let everyone obey his father,

Let your son pass it on to you.

The above-mentioned poetic text of Alisher Navai does not require the reader to work with a dictionary, because in this text there are no words that are incomprehensible to them, the lexical

meaning of which is unclear. The idea of the poetic text embodies the idea of the relationship between father and child and the child's duty to the father. The analysis and study of such a poetic text in the lessons of the native language creates the basis for their educational development, the development of human qualities. The expressive reading of the poetic text gives them pleasure.

We must not forget that, first of all, the reader must read the text with interest and write as a result of this interest. As long as the topic of the given text is not of interest to the reader, they simply approach the work. [6]

In the process of organizing the lesson, the teacher of the native language carries out methodical preparation according to the purpose of the lesson, the content of the teaching material to be taught and the growth of knowledge, skills and abilities of students. When teaching students to write and compose a text, first of all, attention is paid to acquainting them with the title of the text, the scope of the topic, the ideological content and artistic and aesthetic value, to draw appropriate conclusions from the ideological content of the text. Reading activity is also a special aspect of speech. [7]

The extent to which a student is able to express his or her point of view in a meaningful, clear, and accurate manner allows him or her to determine the level of learning activity, skills, and competencies. In native language classes, the basis for full comprehension of the text, comprehension, understanding of the ideological content and the ability to draw the necessary life conclusions, as well as the ability to freely respond to questions, think and write in accordance with the language levels. [8]

Teaching students to develop creativity, reasoning, and independent observation skills through working on text types requires preparation and hard work from the teacher.

Psychologist V.P. Belyansky divided the process of students' comprehension of the text into the following levels:

1. Elementary level. The listener is the main subject of the speech statement and the understanding of what the speech is about.
2. The level of understanding of the content. In doing so, the listener understands what the speaker is talking about.
3. The highest level. It is characterized by an understanding of why and by what linguistic means the idea being expressed in the speech is conveyed. In our opinion, the text focuses on what is being talked about, what linguistic means are given to the idea, and the attitude to the content of the text, and the lexical meaning of lexical units in the text is not sufficiently understood. [9]

As a result of working on the types of texts in the native language classes, students learn to better understand the subject, to observe broadly, to be active in life processes, to use clerical documents in the state language for their own purposes in social life.

CONCLUSION

One of the necessary factors that enriches the growth of the student's written literacy is the ability to correctly analyze the types of text, think independently and rewrite the text. Therefore, in the native language classes, it is desirable to work not only on scientific, artistic, official and poetic texts, but also to systematically work on the elimination of errors and omissions, teaching students to compose and write these texts in accordance with the norms of literary language.

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