

DEVELOPING STUDENTS' SPEECH COMPETENCE THROUGH SYNTACTIC EXERCISES IN NATIVE LANGUAGE LESSONS.

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Annotation. *This article discusses the ways and methods of developing the speech competence of primary school students through syntactic exercises. It discusses the types and means of syntactic exercises that are initially taught to primary school students. It also discusses the structure of sentences, word combinations, and their skills in separating.*

Key words. *speech methods, speech competence, syntactic exercises, word combinations, sentences, exercises and tasks, linguistic concepts, language structure, communicative competence, text comprehension.*

Enterence. Today, in our Republic, the National Curriculum for General Secondary Education states that “The subject of the mother tongue is aimed at developing the student’s ability to think, to form independent thinking skills, to understand and comprehend the opinions of others, to be able to express one’s thoughts correctly and fluently in oral and written form in accordance with the circumstances of the speech. One of the reforms being carried out in the field of education is the development of students’ speech (communicative) competence; the ability to express thoughts orally and in writing, to develop practical knowledge of language construction, lexical, word composition, spelling, syntax, and spelling skills.

In primary grades, working on text through syntactic exercises is considered the most effective tool for developing students' speech competence. In particular, reading, perceiving, and understanding the text are based on students' syntactic

knowledge. Syntactic knowledge is, as indicated in the program, a set of student knowledge related to words, word combinations, sentences and their types, text and its structure.

Literature review. Today, speech is not only a means of fully expressing thought, but also a tool for its formation. In particular, the process of speech development is described by A.N. Leontiev as follows: “The process of growing and developing speech is not only a quantitative change, expressed in the increase in the child’s vocabulary and the associative connection of words, but also a qualitative change, since it is a real developmental process that encompasses all the functions, aspects and connections of speech, being internally connected with the development of thinking and consciousness.”

K.D. Ushinsky, justifying the need to teach children in their native language and developing a methodology for the initial teaching of children's native language, expresses his views on the philosophical, self-development, and educational characteristics and laws of children's language acquisition, the relationship between language and thinking.

Discussion and results. In primary grades, it is important to develop students' oral and written speech through syntactic exercises. In particular, in the process of completing syntactic exercises given in textbooks, students' skills of cognition, perception, perception, and understanding are developed. The main goal of teaching students based on new generation textbooks is to develop linguistic knowledge, life skills, and speech skills.

Speaking competence involves the development of the following 4 components of language learning

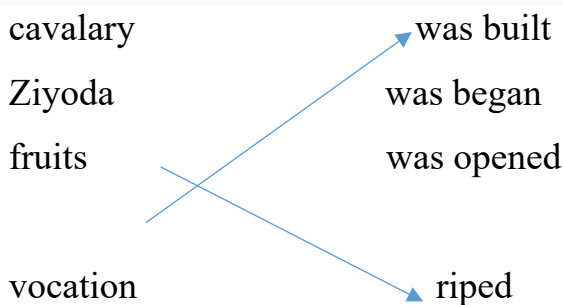
1. Listening comprehension

(understanding the speech heard and heard, the main information in the text listened to, radio and television programs on current topics); In the 1st grade mother tongue textbook, topic 35, pages 12-15, the student is given exercise 4 to explain the noun phrase, in which the student is given the task of giving a title to

the text based on the text he listened to. Read the words given in part 2, exercise 19, page 19 of the 2nd grade mother tongue textbook. Listen to the audio text of the words. Connect the words using questions.

This exercise directly develops the student's listening and memorizing skills.

Examples of the given words:



In this order, the student begins to complete the exercises in sequence. By completing these exercises, the student's listening and speaking skills are developed

2. Speaking (develop the skills of expressing personal views and opinions in monologic and dialogic oral speech, and making presentations within the scope of the topic);

Copy the text from exercise 5, page 46 of the 1st grade native language textbook, identifying the sequence of sentences. Write the copied text in a dialogic manner. Retell the text you read, explaining its meaning

1. The comedian came out on stage with his dog Bim, his cat Malla and his mare Kashka
2. We returned from the circus in a cheerful mood
3. We went to the circus on Sunday.

Part 3 of the 2nd grade native language textbook, topic 18, is a text in the form of a dialogue on the topic “The future is in your hands”. Read the dialogue and tell me what you understand by heart.

Part 3 of the 2nd grade native language textbook, topic 18, "The future is in your hands," contains a text in the form of a dialogue. Read the dialogue and tell me what you understand by heart.

3. Reading. Topic-related materials, literary and artistic texts, popular materials

reading (newspapers, stories, personal and electronic letters);

So, today, almost all primary school textbooks provide audio versions of texts, and the student is asked to listen to them and write or recite the text they have heard.

Part 1 of the 2nd grade native language textbook, page 38, exercise 8, contains a text about Amur Temur, and the task is to read and understand the literary text. The student can also listen to this text in audio text form.

In exercise 85, page 66, part 2 of the 3rd grade native language textbook, a literary text is given. Explain the meaning of the highlighted words in the text. Also, describe the text with your own understanding. The student tries to explain what he or she understood after reading the text

4. Writing (ability to write dictations, statements, essays, compose creative texts, know how to maintain official working papers)

Today, primary school textbooks include project work to further develop the student's creative abilities, and such assignments are mainly aimed at developing the student's independent thinking.

Exercise 13 is given on page 59 of Part 4 of the 2nd grade native language textbook, in which students are given the procedure for making a wall newspaper and completing this wall newspaper as a project work.

Part 2, page 20, topic 6 of the 3rd grade native language textbook, the project work "Creativity Hour" is given, and this project work is aimed at directly developing the student's creative abilities.

Also, in the primary grades, the following exercises are used to analyze the student's syntactic exercises and use them in the student's speech

-read the sentence in the tone of interrogative, indicative, command and desire

- turn a simple sentence into a compound sentence;
- turn a simple sentence into a compound sentence;
- put the necessary punctuation marks instead of periods
- explain the reasons for the use of punctuation marks in the text
- shorten the text without compromising the content
- turn wisdom into a text;
- combine proverbs and sayings on different topics into one common content;
- turn a biography text into a description

By completing these exercises given in textbooks, students will develop their speaking skills.

Conclusion. In conclusion, it can be said that the beautiful speech of a student also serves as the basis for his correct and grammatical construction of sentences. Especially in primary school mother tongue lessons, there are wide methodological opportunities for teaching syntactic concepts, and it is necessary to use them only with the aim of achieving effective and high results. Because if a student has mastered his mother tongue thoroughly in primary education, and if his oral and written speech is fluent, he will have no difficulty in constructing sentences in higher grades

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