

## EDUCATIONAL TASKS THAT DEVELOP CONVERSATIONAL SKILLS IN TEACHING THE NATIVE LANGUAGE

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### ABSTRACT

*The article describes the main means of communication in the process of teaching the native language, the system, methods and means of forming speech (conversational) skills from conversational skills, the type, classification and description of educational tasks. It identified and classified the skills of presenting and distributing text through speech among students of the general secondary education system by the types of educational tasks that most importantly form the skills of literary pronunciation.*

**KEYWORDS:** *Speaking, Speaking, Speaking, Speaking Skills, Training Tasks, Exercises, Pronunciation Exercises, Classification Of Training Tasks, Text, Stress, Syllable*

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### INTRODUCTION

In the world experience, the methodology of language teaching is gradually improving. 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. [1]

“The tradition of teaching students only grammar in their mother tongue classes at school still continues. The goals and means of teaching a foreign language and mother tongue are in a sense different from each other. An Uzbek student learns to speak in the family. Some even come to school learning to read and write. Elementary classes teach reading and writing and move on to the upper class. Now he doesn't have to learn grammar too much. An Uzbek child does not speak on the basis of grammar. Even a four-year-old child can use a noun, adjective, possessive, participle, or even a compound sentence in his speech, even if he does not know it. From the 5th grade onwards, students should be taught literary pronunciation, spelling, logical thinking, and the ability to express their thoughts fluently and effectively in a variety of forms. It is necessary to increase the vocabulary by constantly memorizing various exemplary texts”. [2]

Indeed, in order for students to develop speaking skills, they need to have the necessary vocabulary, 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 in this regard, based on the valuable

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ideas of the scientist FK Kamolov and Professor SI Ibragimov, who were the first to work on defining the norms of literary pronunciation.

In this regard, the following views 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. [3]

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. That is why the current basic textbooks and manuals provide detailed information about the process of formation of each speech sound. Textbooks and manuals published for higher and general secondary schools do not have special diagrams (pictures) showing the pronunciation of sounds. The speech of today's students, students, and even some older intellectuals, especially teachers, proves that the correct pronunciation of some sounds typical of the Uzbek language cannot be sufficiently taught with simple, traditional exercises.

According to Khamroev [4, 5], 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", along with the sounds of speech, students are required to learn the correct pronunciation and spelling rules.

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

#### I. Phonetic exercises

1. Thorough teaching of the specific sound system of the Uzbek language
2. Special teaching of specific sounds of the Uzbek language, such as O', q, g', h, i, through oxylographic images
3. After separate pronunciation exercises of the sound, organize pronunciation exercises on the words in which these sounds are involved.
4. Work on word accents.
5. Joint reading exercise.

#### II. Lexical exercises.

1. Distinguish the pronunciation of homonymous words
2. Distinguish paronym words in pronunciation

3. Use synonyms
4. Exercise to use a phrase instead of a word
5. Exercise to replace figurative expressions with words.

### III. Syntactic exercises

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

### IV. Text work exercises

1. Expressive reading exercise
2. Exercise to briefly describe the content of the text
3. Exercise to express the content of the text in one sentence
4. Exercise to present the content of the text
5. Exercise to promote the content of the text
6. Exercise to memorize the text

These exercise processes, first of all, develop students' literary pronunciation skills, increase vocabulary, and prepare them for speaking, presentation, and advocacy. The main task of the lesson, which develops the student's speaking skills, is an 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 conclusion is that the main part of the training for general secondary education graduates on the formation of speaking skills (speaking skills in mother tongue education) should consist of exercises. Also, the exercise processes should be systematic, one complementing the other. The system of speech therapy we offer is useful not only in the training of general secondary school students, but also in the training of future teachers of mother tongue and literature.

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