

**THE CONTENT OF INTRODUCING FUTURE PRIMARY SCHOOL TEACHERS TO
THE DIDACTIC REQUIREMENTS FOR DEVELOPING WRITTEN AND ORAL
COMPETENCIES IN STUDENTS**

Abdurakhmonova Dinara Yusupovna

independent researcher at Jizzakh State Pedagogical University

Annotation: Information is provided on the content of introducing future primary school teachers to the didactic requirements for developing written and oral competencies in students.

Keywords: Future elementary school teachers, native language teaching methodology, National program, listening, speaking, reading, and writing, reading literacy classes, creating short stories through pictures, writing narratives and essays.

Fundamental reforms are being implemented in the education system. In particular, the adoption of the Decree of the President of the Republic of Uzbekistan No. PF-5850 "On measures to radically increase the prestige and status of the Uzbek language as the state language" dated October 2, 2019 and the Decree No. PF-134 "On approval of the National Program for the Development of Public Education in 2022-2026" dated May 11, 2022 had a positive impact on the development of our language. Along with a number of reforms, as a result of changes in the form and content of the educational process, textbooks on the Mother Tongue and Reading Literacy, compiled by linguists with a new approach, are being introduced.

The national program envisages the development of the standard of skills and abilities required in each grade in the four main types of speech activity acquired by teaching a language to a student: listening and understanding speech, speaking, reading and writing, and the dynamics of acquiring the skills to communicate in the form of being able to independently exchange and express opinions in various speech situations that arise during study and work, in family and public places, perceiving the heard material, as well as obtaining information by reading written sources, and expressing one's attitude to events [1].

In the process of teaching the subject of native language teaching methodology in the preparation of future primary school teachers, it is advisable to familiarize students with the didactic requirements for the development of written and oral competencies in primary education native language and reading literacy classes. In this regard, in the process of conducting practical and seminar classes in the native language teaching methodology classes, in order to develop the written and oral competencies of future primary school teachers, work is being carried out through activities such as creating short stories through pictures, writing statements and essays.

The subject of the native language teaches the student to think for himself, to understand the opinions of others, to express his thoughts correctly and fluently in oral and written form in accordance with the circumstances of speech. It is intended to teach the student not only grammatical rules, but also to develop speech (communicative) competence.

A.Urazimbetova [3] in her research work explains that "The main direction of the educational and methodological activity of primary school teachers in the process of working on literacy and speech competence is the formation of basic competencies." This is done through practical teaching of the native language, regular and consistent teaching, teaching based on examples and special exercises, preventing and correcting speech errors, and teaching the literary and artistic form of speech.

It is important for a future primary school teacher to take into account the age and psychological characteristics of students in their future pedagogical activities. These are: developing advanced teaching methods and a system of exercises that help to thoroughly master the topics of the "Mother Language" curriculum, teach independent thinking, free expression of opinions, listening to others' opinions, reasoning, distinguishing the most important from them, putting forward one's own opinion, justifying it, generalizing and concluding, arousing interest in the use of language material in students, creating a need for practical use of the language in them, and recognizing it as a factor in increasing the effectiveness of mother tongue education is a requirement of the time. Speech competence involves the development of the following 4 components of language education:

Listening comprehension (understanding the main information in the text heard and listened to, radio and television programs on current topics);

Speaking (expressing one's personal views and opinions in monological, dialogical oral speech, developing the skills of making presentations within the framework of the topic);

Reading: reading materials on the topic, literary and artistic texts, popular materials (newspapers, stories, personal and electronic letters);

Writing (being able to compose dictations, statements, essays, creative texts, knowing how to maintain official working papers).

In the lessons of the methodology of teaching the native language, the formation of students' speech competencies is reflected in the following criteria:

According to the requirements of oral speech skills, the student:

- be able to speak fluently in various speech situations, following the norms of the Uzbek literary language;
- be able to prepare a speech on a topic and present it, present his thoughts and ideas within the topic in the form of a presentation;
- be able to participate in discussions, summarize thoughts and express his reactions;
- be able to recite a literary text expressively from memory, using intonation, intonation and pauses appropriately;

According to the requirements of written speech skills, the student:

- be able to express his thoughts and feelings correctly, consistently, observing spelling, punctuation and stylistic rules, as well as write information according to the requirements of the specified volume;
- be able to write texts for different purposes and for different readers, in particular, to convey written information about a certain thing or event;
- be able to organize and summarize materials, justify ideas and arguments with details;
- be able to appropriately use expressive means to increase the effectiveness of written speech;
- be able to correctly use vocabulary and grammatical means to ensure the coherence of the text and increase its level;

- must comply with spelling, style and punctuation standards [2].

These competencies are the requirements that students must acquire in the subject of Native Language Teaching Methods.

Future primary school teachers should know the following speech requirements for 1st grade primary school students in the subject of the native language:

1. Oral speech requirements:

- correctly pronounce vowels and consonants;
- distinguish between x and h, o and u in oral speech (based on the texts given in the program);
- be able to enter into a conversation with peers and adults, observe conversational etiquette (respect each other, respectfully ask for permission to speak, take turns speaking on a topic or text);
- verbally describe pictures, people, objects and events;
- be able to speak on topics given in the curriculum;
- be able to retell the text;

2. Literacy and written speech requirements:

- distinguish between similar letters (underline, superscript) when expressing ideas;
- correctly use the letters x and h in written speech;
- follow the rule of syllable transfer;
- write a dictation of 15–20 words, following the rules of cursive writing, punctuation, and spelling;
- distinguish between terms related to the subjects studied during the year and write them correctly;
- be able to compose 2–3 sentences based on a given picture, describing a person or a certain event;
- be able to write greeting cards on various topics[1];

Kh. Gulumova's textbook "Husnikhat and its Teaching Methodology" describes the requirements for students to learn writing as follows: "A person can convey his thoughts to other people orally and in writing. These two forms of speech have similarities and differences, and they have their own advantages. Oral speech is spoken out loud and is intended to be heard. It serves as a means of communication between people during the speech process. Written speech is recorded on stone, wood, leather, metal, paper, etc. through permanent signs that are perceived based on vision. Writing is a powerful means of exchanging ideas and acquiring knowledge between people. Written speech connects generations and is preserved for long periods of time. Thanks to writing, people's thoughts and the knowledge acquired by humanity reach from generation to generation and live forever" [71].

Nutqning ogʻzaki va yozma koʻrinishlari "bir-biriga minglab oʻtishlar bilan bogʻlangan". Buni ogʻzaki nutqning ham, yozma nutqning ham asosida ichki nutq yotishi bilan izohlash mumkin

bo'lib, aynan uning yordamida fikr shakllanadi. Fikr – arabcha so'zidan olingan bo'lib, tafakkur, g'oya; aql, o'ylash, o'y, xayol, mulohaza degan ma'nolarini bildiradi. O'zbek tilining izohli lug'atida fikr biron narsa, hodisa yoki kimsa haqida o'y, xayol deb ta'riflanadi[4;].

Oral and written forms of speech are “connected to each other by thousands of transitions.” This can be explained by the fact that both oral and written speech are based on inner speech, and it is with its help that thought is formed. Thought is derived from the Arabic word تفكر, meaning thought, idea; mind, thinking, thought, imagination, reflection. In the explanatory dictionary of the Uzbek language, thought is defined as a thought, imagination about something, an event, or someone[75;].

In our research, we managed to clarify the differences between oral and written speech by generalizing the analysis of scientific works:

1. In oral speech, the speaker and the listener see each other, which makes it possible to change the content of the conversation depending on the reaction of the interlocutor. In written speech, this opportunity is not available: only the writer can imagine a potential reader.
2. Oral speech is intended for perception by hearing, and written speech is intended for perception by sight. If the representation of oral speech in letters is usually carried out using special technical means, then in written speech the reader has the opportunity to re-read the written text at any time. Similarly, the writer himself has the opportunity to repeatedly improve the written text.
3. Yozma nutq muloqotni aniq, qayd qilingan holatga keltiradi. U o'tmish, hozir va kelajak odamlari muloqotini bog'lab turadi, ish yuzasidan muloqot va ilmiy faoliyat asosi sifatida namoyon bo'ladi, og'zaki nutq esa ko'pincha noaniqligi, tugal emasligi, umumiy fikrni yetkazib berishi bilan ajratib turadi.
3. Written speech brings communication to a clear, recorded state. It connects the communication of people of the past, present and future, acts as the basis for business communication and scientific activity, while oral speech is often distinguished by its vagueness, incompleteness, and the ability to convey a general idea.

In our opinion, written speech appeared later than oral speech in terms of the emergence of language. In terms of expressiveness, oral speech also has a number of complex differences, which can somewhat limit the students' ability to think. However, the teacher should organize written speech expressiveness in such a way that students involuntarily want to write, and they should also love it.

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