



**INTEGRATIV YONDASHUV ASOSIDA O'QUVCHILARNING  
NUTQIY KOMPETENTLIGINI RIVOJLANTIRISHNING TA'LIMIIY- O'QUV  
VOSITALARNING AHAMIYATI**

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**Annotatsiya:** Mazkur maqolada ona tili o'quvchilarning nutqiy kompetensiya va nutqiy kompetentligini rivojlantirishning ilmiy-nazariy asoslanishi, ularning kommunikativ – nutqiy vaziyatda muloqot, tafakkur qilish. nutqiy qobiliyatlarini o'stirish bo'yicha metodist, pedagog, psixolog olimlarning ilmiy qarashlari keltirilib tahlil qilingan hamda ularga subyektiv munosabat bildirilgan.

**Kalit so'zlar:** o'quvchilarning nutqiy kompetensiyasi, nutqiy kompetentlik, ilmiy-nazariy asoslanishi, kommunikativ – nutqiy vaziyat, muloqot, tafakkur qilish qobiliyatlari, matn ustida ishlash, subyektiv munosabat bildirish.

**ЗНАЧЕНИЕ ОБРАЗОВАТЕЛЬНЫХ И УЧЕБНЫХ СРЕДСТВ В РАЗВИТИИ  
РЕЧЕВОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ НА ОСНОВЕ  
ИНТЕГРАТИВНОГО ПОДХОДА**

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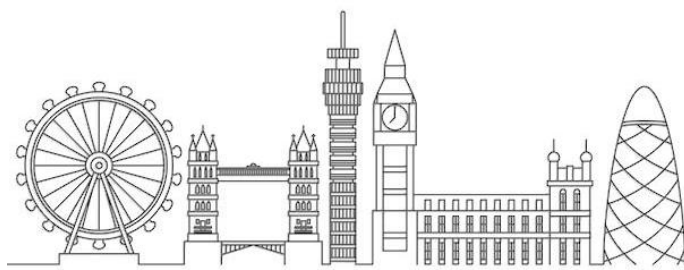
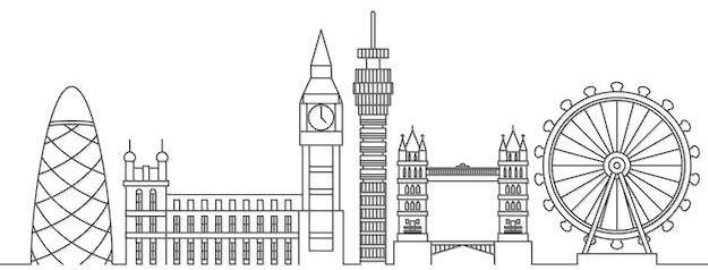
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**Аннотация:** В данной статье представлено научно-теоретическое обоснование развития речевой компетенции и речевой компетентности учащихся на уроках родного языка. Также проанализированы научные взгляды методистов, педагогов и психологов по развитию их речевых способностей, мышления и общения в коммуникативно-речевой ситуации, а также выражено субъективное отношение к данным взглядам.

**Ключевые слова:** речевая компетенция учащихся, речевая компетентность, научно-теоретическое обоснование, коммуникативно-речевая ситуация, общение, способности к мышлению, работа над текстом, выражение субъективного отношения





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

THE IMPORTANCE OF EDUCATIONAL AND INSTRUCTIONAL TOOLS IN DEVELOPING STUDENTS' SPEECH COMPETENCE BASED ON AN INTEGRATIVE APPROACH

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**Annotation:** *This article presents the scientific and theoretical foundations for the development of students' speech competence and communicative competence in native language classes. It also analyzes the scientific views of methodologists, educators, and psychologists on developing students' speech abilities, thinking, and communication in communicative speech situations, and expresses a subjective attitude toward these views.*

**Keywords:** *students' speech competence, speech competency, scientific and theoretical justification, communicative speech situation, communication, thinking abilities, working with text, expressing subjective attitude.*

Today, in native language classes within the general education system, it is of great importance not only to ensure the high-level formation of students' knowledge, skills, and abilities, but also to develop their knowledge, cognitive activity, logical and divergent thinking abilities, and to fundamentally enhance their acmeological, creative, communicative, and multimodal approaches, along with the continuous improvement of their speech competence. Therefore, the comprehensive development of students' speech competence increases their level of pragmatism.

Furthermore, one of the educational tools that contributes to the development of speech competence in organizing and conducting native language lessons is a collection of exercises and tasks. It is also worth noting that in the general secondary education system, the presence of a methodologically designed collection of exercises and tasks developed by each native language teacher helps to promote the development of speech competence among the subjects of education.

N.K. Chapayev identifies the following directions of integration, which are based on specific goal-oriented objectives:

- expanding and deepening the subject of cognition;
- eliminating excessive subject fragmentation (multi-subjectness);
- reducing the time allocated to studying a topic (section or entire course);
- eliminating repetition;
- transforming educational technology;
- eliminating the narrow, isolated treatment of the subject of cognition;





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- creating relatively optimal conditions for the development of the learner's personality;
- “peacefully” redistributing pedagogical functions and roles, as well as the presence of certain individuals or components within the pedagogical process;
- encouraging the acceleration of development of both learners and teachers.

Organizing native language lessons through interdisciplinary integration enhances students' cognitive, thinking, and creative approach competencies, strengthens their practical grounding, and develops their professional skills.

In developing students' speech competence, the integrative process plays a significant role in improving their readiness for professional activity. In this regard, exercises and tasks occupy an important place. The research of the well-known methodologist T. G'aniyev reflects a viewpoint of methodological significance: “If a task is designed purposefully and thoughtfully, that is, if it creates the opportunity to simultaneously develop three or four speech skills at once, it will be extremely beneficial.”

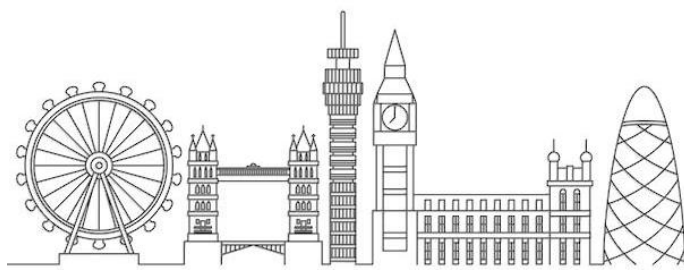
Furthermore, in native language lessons, the use of educational tools to develop students' skills in correct literary pronunciation and in producing written speech based on spelling rules is highly effective. Organizing lessons through interactive methods also contributes to increasing students' speech competence.

General secondary school students' ability to fully understand and complete exercises and tasks in native language lessons is characterized by their thorough knowledge of linguistic branches, including the grammatical means that connect independent words, the usage of morphological markers that form syntactic structures, case suffixes, postpositions, and intonation involved in subordinate relations between words. It also requires students to possess knowledge and skills related to the lexical and grammatical means used in the text in order to successfully complete these tasks.

“Clarity is the main quality of language. If the thought is clear, speech will be fluent and expressive. A person who speaks hastily and incoherently cannot be considered a master of words. You should know that such people are often boastful and untruthful. Therefore, a person who speaks thoughtfully and calmly always succeeds.”

Exercises and tasks provided in native language lessons not only help students acquire grammatical knowledge, but also improve their speech skills and increase their interest in the lesson. In this regard, it is appropriate to cite the opinion of the methodologist I. V. Rakhmanov: “Language exercises serve to master material related to the language system and to prepare for its use in speech, while speech exercises teach students to understand others' ideas. While language exercises help in learning grammatical rules, through speech exercises students acquire knowledge about the specific features of speech and develop clear and logical speech.”

O'quvchilarning nutqiy kompetentligini rivojlantirishda o'quv ta'limiy vositalardan foydalanishda xalq og'zaki ijodi namunalaridan, matn turlaridan ko'rgazmalardan





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foydalanish nazariy va amaliy bilimni oshiradi, kreativ, integrative yondashuvlarini rivojlantiradi

The completion and collaborative analysis of exercises and tasks presented in native language textbooks, as well as the elimination of their errors and shortcomings, are associated with the outcomes of non-standard exercises and tasks used in native language lessons. The implementation of specially designed educational tools serves to develop the following skills:

- develops subject-related linguistic and speech competence requirements;
- encourages students to strive for inquiry in order to fully master the topic;
- teaches students to independently complete exercises and tasks provided in native language textbooks;
- further develops creativity, resourcefulness, intelligence, and activeness;
- broadens logical thinking, spiritual outlook, and the scope of independent thinking.
- Students' speech activity improves.

In conclusion, the effective use of educational tools based on an integrative approach plays an important educational and pedagogical role in the development of students' speech competence. It contributes to the formation of solid and comprehensive knowledge and skills in the native language, fosters inquiry and creativity, and enables students to apply their acquired knowledge in various practical situations.

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