DEVELOPMENT OF SPEAKING COMPETENCES OF PRIMARY CLASS STUDENTS BASED ON INNOVATIVE TECHNOLOGIES

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ENTER. It is a fact that does not require proof that science, education and upbringing are the forces that make the country powerful and the nation great. Today, the reforms carried out in our country are aimed at further expanding the coverage of young people with higher education, educating them to be knowledgeable and competent, and training experts in line with world development.

It is not for nothing that attention to science has reached a peak in new Uzbekistan. Because now modern life cannot be imagined without the development of science and education. In the leading countries of the world, the development of education is defined as the first task. After all, the future development of the country is closely related to its achievements in this field.

The role of small educational fields, which is the center of science, is incomparable in bringing up the young generation, which is the foundation of our future, to be mentally healthy, fresh and intelligent. For this reason, the main basis of the reforms is focused on the fundamental reform of preschool education, providing schools with qualified teachers and modern technologies. Therefore, as our wise people say: "Knowledge acquired in youth is like a pattern carved on stone." It is the first step towards the above-mentioned goals that we start all the knowledge that is given to our children from the primary school.   One of the most important tasks is to strengthen the speech competence of primary school students in primary school. In speech, thought is formed, and at the same time, thought creates speech. "Speech is closely connected with thinking. If there is no speech, there is no thinking, and if there is no material of language, it is impossible to express the thought." Verbal formation of an idea ensures that it is clear, understandable, pure, consistent, and logical.

Our people always looked at their mother tongue with love and honored it with respect. In fact, language is, first of all, a means of seeing, hearing, knowing, and perceiving the world. At the same time, we should not forget that language is also a spiritual and aesthetic phenomenon. One of the tasks assigned to the teacher in teaching the mother tongue is the development of students' speech competence. The first element of speaking competence is listening comprehension. Development of speech competence in native language classes, the content of texts is landscape, pictures of natural scenes, pictures, exhibitions, diagrams, work with dialogue texts, creating tasks based on text types and creating exercises based on written expression of opinion, editing the text We believe that it is useful to develop a set of questions about teaching, for this we need to increase the vocabulary of students and focus on written literacy. It is known that in the classes of the mother tongue, students are required to familiarize themselves with and thoroughly study grammatical rules, definitions and information given in speech topics according to the norms of oral and written speech. The terms of subjects taught in elementary grades are also included in the list of words that need to be explained. Explaining the meaning of terms helps to better understand the meaning of this word. For example, by explaining the meaning of the term subject, students will learn that the subject is used in a broad sense, that all things in nature, events, and all concepts other than a person are called subjects.

This helps to quickly understand word groups such as nouns, adjectives, numbers, verbs and their terms. Using the time effectively, he should devote very little time to explaining the meaning of the word and thus not distract the attention of the students from the main topic of the lesson. For this purpose, during the preparation for each lesson, the teacher determines the words whose meaning needs to be explained, the most convenient ways and ways to explain them, and where to explain them in the lesson. Some words, terms, and sentences that children do not know the meaning of, which are encountered for the first time in the texts of primary education textbooks, are explained before reading the text. This means not distracting the student's attention. If there is a need to explain a word, sentence or phrase while reading the text, the meaning of the word is briefly explained based on the content of the text without distracting the attention of the readers. Also, metaphorical words, figurative expressions, and phraseological units are explained after reading the text, because their meaning is better understood from the content of the text and the context.

METHODS. Speech activity is a complex phenomenon that is interconnected with the concepts of speech interaction and speech communication. The Russian scientist A.N. Shamov includes the following 4 parts in speech competence:

1) knowledge of communicatively acceptable speech behavior in the conditions of formal and informal communication, speech registers, knowledge of speech strategies when using reading, speaking, listening and writing as a means of communication;

2) skills in listening, reading, speaking and writing techniques;

3) skills related to creation, perception, communicative interpretation of oral and written texts;

4) the ability to correct speech errors.

During the development of speech, students learn:

— to assess the correctness of linguistic and non-linguistic means of communication with people of different ages in the classroom, at school, in everyday life;

— express one's thoughts freely;

— being able to name stories and texts independently;

— creating text plans;

— creating different types of letters, greeting cards and other short texts for specific communication processes;

— composing, describing, thinking, narrating oral stories and texts on a specific topic using different types of speech;

— being able to read and correct texts with broken sentences;

- finding semantic gaps in this text.

There are 5 components of speaking competence.

1) linguistic competence: this competence includes knowledge of language rules, grammatical structure, vocabulary and phonetics.

2) sociolinguistic competence: the ability to use language in accordance with social norms and rules.

3) pragmatic competence: the ability to use language to achieve one's goals in various communication situations.

4) strategic competence: using different speech strategies to achieve one's goals.

5) communicative competence: the ability to participate in a polylogue, conduct dialogues, create oral and written texts of various genres.

Formation of speech competences should be carried out systematically and consistently, from simple to complex. In the development of speech, it is necessary that the educational materials presented to the students correspond to the life, needs and interests of the students. In this case, the content and methods of teaching should correspond to the modern level of knowledge being studied. It is necessary to use various teaching methods and technologies that make the teaching process more interesting and effective. One of the most important tasks is to strengthen the speech competence of elementary school students, to form an idea in speech, and at the same time to create a speech of ideas. Speech is not only a means of expressing an idea, but also a tool for its formation. Thought also serves as the psychological basis of speech, and enriching thought is a condition for its growth. For this reason, preparing, improving, choosing and placing the material related to the topic is of great importance in the development of students' speech. The successful development of thinking depends on its verbal formation and expression with the help of language material.

Various didactic games and exercises can be used during the lesson in order to form speech competences. For example, we can use the "Interview" and "Book Presentation" methods.

In the "Interview" method, regardless of the subject, students are told to interview each other. In the process of using this method:

Oral speech develops.

☑ The ability to speak in public will increase.

☑ Serves to strengthen the subject well.

And in the "book presentation" method:

✓ Depending on the age of the child, you should choose one piece of literature for each month. A sample of fiction. It's even better if it's science-based.

✓ Parts of that work will be distributed to students. It is also possible to distribute a small work to each student separately. The most important thing is that it should be completed within 1 month.

✓ 1 or 2 days a week are reserved for "Book presentation".

✓ Each student will present his work.

✓ In this case, the student should talk about the realities and characters in the work and explain the essence of the work in an understandable and interesting way.

✓ After that, other students also start to be interested in this work. Children can now share their friends' books.
ADVANTAGES:

1. When preparing a presentation, the child learns the culture of speech. Skills such as behavior, speaking beautifully, and appropriate use of words are also developed. Most importantly, he learns to speak in public.

2. Organizes his thoughts. In turn, the skill of writing words without mistakes begins to form, because reading books improves both oral and written speech.

CONCLUSION: Therefore, based on the above-mentioned points, the following factors can be mentioned in the development of students' speech competence:

- formation of knowledge, skills and qualifications on the topics given in the curriculum; - development of students' linguistic competence;

 - to strengthen theoretical knowledge and develop speech by completing exercises and assignments;

- regular work on the text and vocabulary given in the native language textbook; - focusing on the skills of composing and writing a connected text based on advanced technologies and modern methods in native language classes;

- developing the ability to interpret scientific views and artistic expressions, express a subjective reaction to them, and develop logical thinking skills.

Therefore, it is appropriate to pay attention to the development of students' speech culture and speech competence during each lesson.

SUMMARY. Summarizing the above-mentioned points, it should be noted that the issue of developing the speech of elementary school students is solved in current methodological literature on the basis of different approaches to knowledge about language, vocabulary and speech culture. Based on the linguistic concepts included in the elementary school mother tongue program, the exercises can be divided into phonetic, lexical, word formation, morphemic (word structure), graphic, orthographic, orthoepic, grammatical exercises. The analysis carried out on the basis of these exercises is comprehensive in terms of helping students to master theoretical concepts, enriching their vocabulary, developing their connected speech, and provides students with a comprehensive mastery of the language.

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