



DEVELOPING SPEECH SKILLS OF SCHOOL STUDENTS IN TEACHING HISTORY OF UZBEKISTAN

Sevara Botirova,

(PhD) Senior teacher of Namangan State Pedagogical Institute, Uzbekistan

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Abstract:

Today, it is widely recommended to organize communicatively oriented history classes based on the modern didactic-methodical principles. Learning new educational material should be focused on concrete reality, related to real life, forming competencies in the process of education, educational content should correspond to the demands, needs and interests of the students, the educational process should be organized in an interactive way so that students would apply what they have learned in life. This article reveals the factors of successful development of speech and speaking skills of secondary school students in teaching history of Uzbekistan.

Keywords: Teaching history of Uzbekistan, speech skills, secondary school pupils, critical thinking,

INTRODUCTION

In fact, changes are constantly occurring in the field of the history education system from the outside continuously present the problems of science, technology, technology, production, culture and daily pedagogical practice to the current education system. In this regard, in the system of history education, efforts have been made to increase the efficiency of the research process of history to a higher level in terms of quality, to develop innovative pedagogical and information technologies, to develop modern teaching and methodical complexes, to form modern educational content, to develop state standards that are suitable for continuous education, and this process It is carried out based on the characteristics of each subject.

Modern pedagogical technology is becoming one of the decisive factors in increasing the efficiency of education, ensuring the fulfillment of state educational standards, and guaranteeing the quality of education (Botirova, 2022). Cooperation and creativity are developing in democratization of the educational process, organization based on consensus. These serve as a driving force in the implementation of the student's educational work. Encourages students and students to constantly search and work on themselves. Modern requirements for the teaching history allow teachers to improve teaching efficiency with the help of interactive methods, innovative pedagogical technologies so that students would acquire knowledge in accordance with the criteria of developmental education, it is important for students to be able to independently search for knowledge, learn, analyze, and draw their own conclusions. The development of speech skills is closely related to the process of critical thinking and is an important factor in understanding a certain historical event.

MATERIALS AND METHODS

Today, we are witnessing important changes that practically cover all aspects of the pedagogical process. The student's personal interest is the main factor in the success of the educational process. The student's interest in the lesson is based on three factors:

1. Creativity of the teacher
2. The content of the educational material is interesting
3. Using modern pedagogical technologies during the lesson

It is becoming increasingly important to search for new methods of education aimed at creating favorable conditions for the development of the student's personality and facilitating the process of his social adaptation.

A history teacher has to perform deeper tasks than the one who conveys information and knowledge to the younger generation. His/her tasks include developing the worldview, ideals and citizenship of school students (Toshpulatov & Gaffarov, 2010).

In the years of independence, large-scale researches are being carried out to restore the ancient history and rich cultural heritage of our nation, comprehensive research, deep study and popularization of the scientific, spiritual and religious views of our great scholars and ancestors (Abdullajonova, 2004).

In history lessons, we regularly use the following technologies that contribute to the development of students' critical thinking and speaking skills.

Covering topics in history involves a lot of names, dates, and historical events, so students are afraid to confuse or make mistakes when explaining the topic, answering questions, forgetting names or dates. History of Uzbekistan

learning is impossible without dates, historical events, and historical figures, of course. Therefore, one of the most important aspects of mastering historical material is to adapt it to a specific time defined by the student.

Necessary conditions that must be observed in history lessons: the use of specific historical dates and events in the stories, the use of real historical characters. You can also ask (invite) students to put themselves in the place of historical characters. You can also ask them what other alternatives they can offer regarding the important decisions that caused radical changes in world history and teach to perceive the individual, to understand the cause-and-effect relationship.

The main task of a modern school is to form a linguistic person with high culture and developed communication skills who can adapt to different social conditions (Botirova, 2022).

Communicative and cognitive interests of students, developed speech as a valuable material and development of speech becomes the central task of personality development. This important task should be considered not only in Russian language and literature classes, but also in history classes. The process of learning history requires the student to know how to have his own personal point of view when answering the given question, justifying his answers and able to rely on historical sources, have his own worldview and principles, and know how to correctly analyze historical events.

The teacher should pay special attention to oral communication with students during the lesson: ask questions to students, monitor the answers to questions, ask questions that direct the attention of all students in the class, and clarify the topic. It is also useful to divide the subject of the lesson into small parts, give short descriptions of them, and include a vivid description of historical events, and this serves as an important basis for the formation and development of speech and speech skills in school students.

The definition of "knowledge activity" is closely related to the process of researching and analyzing artistic texts in the process of studying the history of Uzbekistan. Thus, the teacher should identify the following types of historical text that can be used in the course of the lesson:

- memories
- historical literary works
- artistic works written by contemporaries of the past

Using the above-mentioned sources, teachers can conduct an oral dialogue with students, ask students questions and analyze their answers to these questions, students' opinions, points of view, it is necessary to create an opportunity for free expression. Students will develop speech skills, which will play an important role not only in the course of the lesson, but also in their future lives.

RESULTS AND DISCUSSIONS

Methods such as "Role-playing games" and "Business games" also help in the successful development of speech and speech skills in students. Students show themselves in different "roles" in different situations that they will encounter in their future life and activities and learn to objectively evaluate how to behave in that situation, how to realistically solve the problem, what demands are placed on his role in the game in life.

The "Educational discussion" method is one of the methods that help students to form a competent, reasonable speech. The meaning of this method is to exchange ideas on a specific problem. Through the discussion, students gain new knowledge, exchange ideas, they justify their opinions, learn to defend them, when solving a specific problem, while discussing with others, they realize how necessary the knowledge and speech skills they get from all subjects are, not only defending their opinion, but also They learn to respect the opinions of their classmates and peers.

It is also effective if the teacher uses the debating method in teaching the history of Uzbekistan. In this method, the students of the class are divided into 2 or 3 groups. The students in the group try to prove the correctness of their opinions by proposing an alternative or alternative option that is opposite to their opinion.

For the development of monologic speech, teaching to give a full, detailed, detailed answer to a given question, to describe a specific historical event in words, to prepare an oral lecture on a given topic, and to organize excursions to museums will also help a lot.

It is also useful for the teacher to teach the students to read the historical text and recite it at the initial stage in the process of teaching history, it helps to develop memory, speech skills, ideas to exchange with each other. Working on oral speech includes the use of various pictures, images representing various historical situations, the description of this scene in the form of oral painting, composing sentences, telling a story.

The use of logical diagrams and tables that help to systematize and classify the historical material, the story based on the image especially helps the students to compose sentences about a certain historical hero, to perfectly describe his bravery and self-sacrificing work.

Teaching to speak is also one of the important means of developing speech skills in school students. Students should read the text, choose historical words, modern expressions, give a detailed and understandable explanation of the content of the text.

Another important tool in the formation of students' communicative competence is the vocabulary of words. Learning vocabulary, taking notes on the text, preparing an answer plan or article, writing an essay, composition, making notes, filling in tables. and helps them to learn idioms, develops the ability to work with concepts, use phrases in their place, enriches the student's vocabulary.

Working with vocabulary in teaching history is a process of close study of science - it is necessary not only to use historical terms when answering in class, but also to use new words in everyday speech. During the lesson, it is important for the teacher to draw the students' attention to the need for literate speech and timely correction of mistakes, to show the brilliance of our language. In order for students not to read from paper, he should determine the general plan of his speech in advance so that he can easily remember the text. His speech should be clear, competent and correct, so that it is understandable to the listener should be expressed truthfully and sincerely, following generally accepted norms of behavior and morality.

Therefore, it is necessary to observe the culture of listening, so that communication between the teacher and students which allow them to express opinions, exchange views, defend and respect others what they argue and the expected result will be achieved in speech relations.

CONCLUSION

To conclude, it is worthwhile to note that the main goal of the history of Uzbekistan education in general secondary schools is to increase the level of communicative literacy of students, to direct them to independent and creative thinking, to teach them to express their thoughts correctly, clearly and appropriately, to increase the wealth of historical vocabulary, and to form speech skills. Through these factors, history teachers can create a system of skills and qualifications that will improve speech culture. Using the most appropriate and effective methods in the process of teaching students to work on the text of historical sources at all levels of history at school, and in this process, problems such as cultivating historical-cultural understanding and interest, teaching them to read, as well as providing students with an impartial assessment of the past through texts, drawing independent conclusions, and in the future teaching to use this knowledge is one of the main tasks of today's history science in general secondary education.

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