FORMATION OF COMMUNICATIVE COMPETENCE THROUGH THE DEVELOPMENT OF COHERENT SPEECH

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Abstract. This article describes the modern types of exercises in connected speech in elementary school: detailed answers to questions; various text exercises related to the analysis of works read, with the study of grammatical material, if the statements of students (oral or written) basically meet the above requirements; recording observations, diaries nature and weather; oral retelling of reading; telling literary texts memorized by heart, their message in memory; improvisation tales, writing poetry, short stories, written presentation texts; restructuring teacher data texts (selected retellings and presentation), creative forms of retelling and presentation, various kinds of dramatization, oral (verbal) drawing illustrating read works, written works of various types; reviews about books, about the plays, movies, writing, "business" paper: Ad, telegrams, etc.

Keywords: communicative competence, methodological tools, types of exercises, connected speech.

The modern stage of development of schools of Uzbekistan is characterized by changes, inevitably affecting the content of education. Update and innovation disciplines require the inclusion in the learning process, not only technological innovation, changes in the organizational aspect of the educational process, but also accompanied by the construction of multi-level training, which is designed to improve the training of each student to know his abilities and interests, ensuring the development of personal creativity.

In the last 10-15 years a dominant position in the methodology of teaching the native language was communicatively-oriented approach.

The main objective of the course of the native language in elementary school – the development of the communicative function of language (its adequate perception and use). This aim coincides with the primary purpose of education modernization.

Formation of communicative skills in primary school children - one of the most important problems of modern teaching their native language.

In modern technique is widely used today, the term "communicative competence", precisely, individual person's ability to organize their speech activity in its productive and receptive forms, using linguistic resources in accordance with the specific situation of communication.

One of the most important indicators of a person's culture, his thinking, intelligence is his/her speech. Originating first in early childhood as separate words, it is progressively enriched and complicated. Child masters phonetic system and vocabulary, almost learns patterns of change in words (declension, conjugation, etc.), and their combinations, logic and composition of statements, possession dialogue and monologue, different genres and styles, develops accuracy and expressiveness of his/her speech. All this wealth, the child masters not passively but actively – during his speech practice.

Speech is the kind of human activity, the implementation of thinking based on use of the language (words, their combinations, sentences, etc.). It performs the function of communication and messages, emotional expression and impact on other people.

Well-developed speech is one of the most important means of human activity in modern society, and for student is the means of success in school. Speech – a way of understanding reality. On the one hand, the wealth of speech to a large extent depends on the enrichment of the child new ideas and concepts on the other – a good command of language, speech, promotes knowledge of complex relationships in nature and in society. Children with well-developed speech are always more likely to be successful learner in different subjects. (Kochetkova, 2002, p. 68)

In the methodological literature in the development of speech three distinct areas: the work on the word (lexical level), work on the phrase and sentence (syntactic level) and work on connected speech (text level). In
addition, the concept "language development" included pronunciation work – diction, octopi, and expressiveness, correcting pronunciation shortcomings.

These three lines of work are developed in parallel, even though they are in subordinating relations: dictionary work provides material for proposals; prepare first and second coherent speech. In turn, connected stories and essays serve as a means of enriching vocabulary, etc.

Language development of students has its arsenal of teaching tools, their own forms of exercise, the most important of them – are exercises in connected speech (stories, retellings, essays, etc.). They represent the highest step in the complex system of speech exercises, as they all merge and speaking skills in the area of vocabulary and syntactic level, the ability to accumulate material, logical, compositional skills, etc.

The methodology of primary school, the following types of exercises in connected speech:
– detailed answers to questions (including during the conversation), and various text exercises related to the analysis of works read, with the study of grammatical material, if the statements of students (oral or written) in basically meet the above requirements, recording observations, diaries nature and weather;
– oral retelling of reading; oral histories of students on a given topic, the painting have been observed on the beginning or end, on the plan or plot, etc. telling literary texts memorized by heart, their message in memory;
– improvisation tales, writing poems, short stories, written presentation of texts, data restructuring teacher texts (selected retellings and presentation, creative forms of narration and exposition, design of stories, etc.), both orally and in writing, and various kinds of dramatization, oral (verbal) drawing illustrating read works, written works of various types;
– reviews about books, about the plays, movies, writing, "business" paper: Ad, telegrams, etc.

Some exercises are performed under stringent conditions to the lesson, others – at home. Varied and degree of autonomy of students in the preparation of texts, data samples from imitation to creative works, free storytelling.

All this variety is given to students with little theoretical and practical ways. Only clear planning speech exercises for a long time to avoid repetition of the same kinds of work, not to miss something important. (Andreeva, 2008, p. 67)

Speech is a very broad scope of human activity. In the development of speech there are three lines: working on a word, phrases, and work on the proposal, work on connected speech (Lvov, 1985, p. 33).

Children who comes school at 6-7 years old use from 3000 to 5000-6000 words and grammar practically own native language. Gifted children write poems, create stories, real and fantastic stories. But here are the first 3-4 years of schooling. Beginning to comprehend the principles of science, children naturally learn many special words, some book design – seize educational and scientific style of speech. However, the development of coherent speech inhibited: this child is less relaxed and emotional, and even less creative. And that there is a tendency usually leads to disastrous results: many graduates of our schools do not adequately know mother tongue as a medium of communication. (Novotvortseva, 1995, p. 89)

Language acquisition, speech as well is a necessary condition for the formation of socially active person. Studies suggest that for 6-7 years of a child to be a willingness to speak coherently on certain topics, but without any special training, most children are not adequately possessed speech in its planning, the impact of cognitive function.

The school is relevant to the child was only one style of speech – spoken. Since the beginning of school in the lives of children and includes other types of speech. There is a need to solve educational problems and, consequently, lead argument to prove its decision, there is a need to explain, comment on, as is done this or that operation (written letter, manufactured hack, drawn pattern, etc.) to report certain rules (crossing the street, conduct in public places, working with the tool, etc.). All of these statements require access to informative, rigorous and precise, unemotional voice. (Lvov, 1985, p. 32)

In addition to oral speech activities – listening and speaking, that children come to school already mainly owned, but those who require further improvement and full skills, students begin to develop writing, speech activities – reading and writing skills, begin to consciously use them in the study of strongly all other subjects, when meeting with books and periodicals, etc.

Education in such kinds of speech activity, such as reading and writing, has real possibilities of language development, education and careful respect for the mother tongue. Task of the teacher is to help children perfect
the language resources, through the language to introduce them to universal culture (Sherba, 2007, p. 75).

New words are comprehended through their use in a sentence, story, sometimes known words revealed from an unexpected quarter, allowing children to expand their verbal abilities. First graders do for themselves opening for language material, seemingly simple, long words become available.

What kind of speech can be considered good? Why should strive teacher and student? Modern software makes high demands on language development of pupils.

The first requirement is meaning. Content for interviews for stories, written compositions give books, pictures, excursions, special surveillance own thoughts, experiences – all surrounding child life. Teacher helping younger students to prepare the accumulated material, select it in accordance with a distinct theme.

Story or essay should be based on well-known facts for student, based on his/her observations, life experience, on information gleaned from books, paintings. Enjoyed success in the early grades also works on the basis of the creative imagination. In cases where the student is given an essay without adequate preparation of its contents, texts are poor, vague.

The second requirement is to question the logic of speech sequence, the validity of the presentation, no skips and duplication, lack of something extra, not related to the subject, the presence of the conclusions arising from the content. Logically correct it assumes the validity of the findings, the ability to not only start, but complete statement.

The third requirement is accuracy of speech – involves the ability of the speaker or writer is not just convey facts, observations, feelings, according to reality, but also to choose for this purpose the best language tools – such words, phrases, phrasal units, proposals that convey all the characteristics of an depicted. Accuracy requires wealth of linguistic resources, their diversity, the ability to choose different cases; different words are most relevant to the content.

Speak or write can only be that you know well. Then the story of the student will be good, interesting, and useful to himself and others when it is based on knowledge of the facts, on the observations, when it expressed deliberate, nonfictional experiences. This seemingly obvious truth must be repeated because often school children are encouraged to talk about what they do not know what is not ready. Is it any wonder that their speech is poor, vague? However, these same children well tell accumulated the necessary material by observation.

Hence, the fourth requirement is the wealth of linguistic resources, their diversity, the ability to choose in different situations different synonyms, different sentence structure that best transmit content.

Fifth one is clarity of speech, particularly its accessibility to the listener and the reader, its focus on the perception of the destination. The speaker or writer consciously or unconsciously takes into account opportunities and interests, and other qualities of the destination language. Speech harms excessive entanglement, excessive complexity of syntax; recommended not to overload it with quotations, terms, "beautiful." It should be communicative appropriate depending on the situation, the purpose statements of the terms of exchange of information.

It only affects the listener or the reader when it is expressive (sixth claim). Expressiveness of speech – is the ability to clearly and convincingly, succinctly conveys a thought, is the ability to influence people intonations, selection of facts, sentence structure, word choice, the general mood of the story. And expressiveness and clarity of speech involves its purity, precisely no unnecessary words (words-parasites): Well, then, you know, so to speak; rough colloquial words and phrases, unnecessary foreign words.

Speaking affects the listener intonations and oral and written, the general mood of the story, selection of facts, choice of words, their emotional coloring, constructing phrases. And the clarity and expressiveness of speech also suggest its purity, mainly without unnecessary words, words, "parasites", colloquial words etc.

School is very important especially correct speech (seventh requirement) – its compliance literary norm (Golub and Rozental, 2003, p. 21).

Right speech involves the validity of the conclusions, the ability to not only start, but also to finish, completing the statement. Distinguish correct grammatical (morphological forms of education, the construction of sentences), spelling and punctuation for writing, and for oral – pronunciation, pronouncing. Considerable importance for the correctness of speech has the choice of words, logic statements.

Without the need to express their aspirations, feelings, thoughts are not talking to any young child, or humanity in its historical development. Consequently, the condition for the development of speech methodical students is to create situations that cause students' needs statements, the desire and the need to express
something verbally or in writing.

These requirements are closely linked and in the system of school work in a complex act. The desire to follow them develops students' ability to improve the culture of speech, detect and correct the shortcomings of their oral and written statements. All these requirements apply to the speech of younger students. Good speech can be obtained in compliance with all the different requirements. (Uspenskaya, 1997, p. 43)

It is the primary means of human communication. Without it, people would not have the opportunity to receive and transmit a large amount of information. Without writing a person would be deprived of the opportunity to learn how to live, and thought that people did previous generations.

By its vital speech is multifunctional character. It is not only a communication tool, but also a means of thinking, the carrier of consciousness, memory, information (written texts), means controlling the behavior of others and the regulation of their own behavior. Accordingly, the set of its functions it is polymorphic activities, particularly in its various functional assignments presented in different forms: external, internal monologue, dialogue, written, oral, etc. While all of these forms of speech are interrelated, their purpose in life is not the same. External speech, for example, plays a role in the main means of communication, internal – means thinking. Written speech often serves as a way to remember information. Monologue serves process unilateral and bilateral dialogue, the exchange of information. (Lipkina and Omorokova, 1997, p. 13)

As a result of this work, aimed at establishing the basic components of oral coherent speech, can their particular social adaptation to the surrounding life. This can be achieved by using complex methods of connecting the various activities: drawing, speech, play, using the procedure of tongue twisters and above areas of work. All this contributes to the development of communicative skills of younger students, the development of skills connected speech. (Lipkina and Omorokova, 1997, p. 85)

References