The Art of Eloquence: Developing Speaking Competence

Davlatova Hulkaroy Uktamovna, Umirzaqova Shaxzodaxon G'ofurovna,
O'rinboyeva Guluzro Dushayevna, Umirzaqov Qodirjon Toyirjonovich,
Makhsudova Holiskhon Ummatovna and Abdurakhmanova Khulkaroy

Andijan State Institute of Foreign Languages, Andijan, Uzbekistan

Keywords: Competence, Children's Speech, Communication, Linguistic, Educations.

Abstract: This article discusses the research areas concerning speech competencies, focusing on the development of speech competence in communication. It explores numerous challenges encountered in pronunciation, delving into their underlying causes and potential solutions, while also elucidating the theoretical underpinnings of effective communication. The information presented in the article is rigorously supported by a range of examples, adding depth and clarity to the discourse. Furthermore, the content is enriched by insights from esteemed scholars and linguists globally, as well as within Uzbekistan. Through this comprehensive exploration, the article contributes to the scholarly understanding of speech competencies, offering valuable perspectives for both academic discourse and practical application.

1 INTRODUCTION

Educating our young people, who are the future of tomorrow, to be fully educated, spiritually mature, and intelligent in every field is a pressing task for teachers, educators, and parents today. Perfect speech is vital as it serves as the primary communication tool in society. Children's speech evolves gradually, influenced by their environment. As they mature and develop within their families, their speech patterns mirror those of adults. The impact of familial relationships on speech development is gaining attention from child speech experts, yet remains incompletely understood (Azimova et al 1999).

Our article's introduction delves into the concept of speech competence, exploring definitions provided by scientists. Although speech competence has long been recognised, its formal analysis began only in the early 20th century (Manaenkova et al 2014, Grandfather et al 2011).

The need for well-rounded education is underscored by the imperative for young people to be articulate and socially adept. Children's linguistic development is intricately linked to their growth within societal contexts. Family dynamics significantly shape speech patterns, an area of increasing interest for child speech specialists. Yet, despite its importance, this domain remains relatively underexplored. Our article initiates an inquiry into speech competence by examining scholarly definitions. Despite its historical acknowledgment, formal exploration of speech competence commenced relatively late, marking the early 20th century as a pivotal period in its theoretical and scientific examination (Romanova et al2010).

2 RESEARCH METHODOLOGY

Based on the words of the mentioned scientists, we came to the following opinion: speech competence is a certain component of speech training, including linguistic, communicative, and methodologically interrelated features (knowledge, abilities, and skills, methods of activity) is a set. The formation of speech competence occurs due to the expansion of the vocabulary; it is formed by developing the grammatical structure of speech, increasing the vocabulary of the participants. At this point, we considered it appropriate to mention the different opinions given in the scientific literature on the concept of competence.

According to Sh.Alimov, E.G.Azimova, A.A.Shukin recognize competence as a unit of knowledge, skills, and abilities formed in the process of teaching a subject, to be able to express one's

opinion and communicate to the interlocutor by using speech competence in the process of speech communication, is the process of speech communication specific to the speech situation and norm. In addition to being a comprehensive concept of competence, we can find several types in methodological literature. They are types of linguistic, communicative, strategic, pragmatic, socio-cultural competence.

According to M.V.Dubova, taking into account the ability to use lexical units and grammatical rules, this is linguistic competence. The ability to create and interpret a written text is the basis of discursive competence. According to Academician Boris Viktorovich Rauschenbach, in order to use pragmatic competence, the purpose of speech communication should correspond to it. Getting out of a difficult situation due to the introduction of appropriate changes in the speech situation in the difficulties of the conversation process represents the ability of strategic competence. Speech competence in children gradually increases in the process of communication.

According to A. Leontiev, the need for speech is one of the main reasons for the realization of perfect speech, the next process is the birth of a certain thought, as a result of which this thought is expressed in internal speech through certain language tools, finds its expression in sentences, and finally into external speech emphasizes that it will be held. N.I.Jinkin's definition of speech competence is close to A.Leontiev's definition.

According to him, thoughts are expressed in internal speech and the process of transferring them to external speech takes place due to the "speech mechanism" characteristic of people. Such language mechanisms of people develop in them from childhood.

Communicators cover almost all social skills (phonology, word usage, syntax, morphology, and grammatical knowledge). In linguistics, communicative competence appears as a concept that does not correspond to the concept of linguistic competence.

This concept was introduced by Dell Haymes in response to Noam Chomsky's inconsistency in the distinction between linguistics and academic knowledge. Communicative competence was carried out by Haymes in the form of ethnographic acquisition, which includes "communicative forms and functions that are closely related to each other" and became the basis for the so-called ethnography of communication, and this concept is used in foreign language teaching. was considered as one of the theories based on the communicative approach.

In this regard, three models are emphasized by most researchers. In particular, the most mentioned model is the model of M.Canale (M. Canale) and M.Swain (M. Swain). Scientists Celce-Murcia, Dorneyi and Turrell defined the main structure of the second model. The above-mentioned scientists named communicative competence by different names.

The founders of the third model in language teaching are Bachman (Bachman) and Palmer (Palmer) from Canada. The correct use of the word depends on how well the participants know the topic of speech, how knowledgeable they are, whether they can think logically, and know the laws and rules of the language. In this research work, during the study of materials related to the speech act, the emergence and development of speech, the formation of speech competence in children's speech, we came to the following conclusion: speech is both a process and a result - speech texts, oral and written, books, it appears in different forms such as stories and songs. Speech is material, it is perceived by the senses - this is done only in the process of using language, which manifests itself in speech.

3 RESULT AND DISCUSSION

Speech competence has a discursive nature and reflects the quality of speech behavior for listeners. Speech operation is a unit of thought process of speech, which is characterized by unconsciousness, automaticity and stability in its implementation. A. Leontiev called the perfected speech operations speech competence and explained in detail how they are formed and developed in the text together with the explanation of the differences between the types of speech activities (reading, writing, listening and speaking) .

The competency-based approach in the field of education, on the one hand, emphasizes the need for a person to integrate himself into the activities of society, and, on the other hand, use the potential of each person in society to ensure it, self-development in various fields as a modern urgent task of competence the view is covered in detail by M.R.Manaenkova, one of the famous Russian linguists . He added that he considers speech competence to be the practical command of speech in a given language, the ability to speak correctly, fluently and dynamically, both in dialogue and monologue, and in the ability to speak and understand, in any functional style. Speech is an integral part of personal culture .

Opinions about speech and language competence, the fact that communication is a broad speech practice, communicative competence is determined by a large volume of reading literature of various genres, and discursive features of speech competence were analyzed by N.N.Romanova . The main reason for emphasis on speech competence is that it is considered as a trigger of inner experience in human activity. It is understood that it is manifested mainly in non-verbal form in expressing the emotional experience of a person. Speech skill, operation, has been given many definitions by dozens of advanced scientists.

One of them is A.Leontiev. In his opinion, "perfected speech is distinguished by the integrity of the thought process, ... spontaneity, automatism and stability . " Types of speech activity (reading, writing, listening and speaking) are manifestations of speech skills that should be formed and developed in parallel on the basis of the text.

By the concept of speech ability, we understand the automatic performance of operations using grammatical and lexical tools as components of communication skills. Speech skills are automated (speech) operations that are part of a skill as a component, and a skill is a complex speech act as a unit of creative activity. The word "competence" is derived from the Latin word "competenia " and it means that a person has knowledge and skills at the level of knowledge, experience, ability to make a judgment on an issue, and is an expert in a certain field.

According to I.A.Zimnyaya, an academician of the Russian Academy of Education, the term "competence" was first used by N.Chomsky. He mentioned the need to distinguish between the competence related to the knowledge of the speaker and the listener and the use of the language in certain speech situations . In the 50s of the 20th century, N.Chomsky used the term "linguistic competence" as an expressive concept representing the level of knowledge of the language owner about his language.

Currently, "language competence" is understood as the ability to use the language appropriately in the speech process, in other words, the use of acquired language knowledge - speech experience. According to the Polish scientist Maria Dakovska, the role of the speech situation in determining the linguistic form of communication is important, to whom, for what purpose, when, where, and how the speaker speaks in the process of speech communication largely depends on the speech situation in which the communication process takes place. is liquid According to the definition of the scientist, for the perfection of the communication, the communicators should make full use of their speech skills. The combination of speech operations (skills) depends on what purpose, in what situation, with which interlocutor the communication takes place.

When these conditions are met, it can be said that the interviewees have developed communicative competence. Acquiring such skills includes the ability to choose the appropriate style of speech, subordinate the form of communication to communication tasks, and use the most effective linguistic and non-verbal means for the given situation.

In her article "Rechevaya kompetentnost lichnosti: soderjanie i struktura", M.P.Manaenkova considers the importance and essence of a person's speech competence . He thoroughly analyzed the concepts of "speech competence", "linguistic personality", "speech activity". In the article, we can find specific descriptions given by the author to the speech competence and we can see that the relation of speech competence with language and communicative competence is highlighted.

4   CONCLUSION

In conclusion, our research underscores the significance of adopting a holistic perspective when studying adolescence. Rather than viewing it as a standalone stage, we advocate for exploring adolescence within the broader context of human development.

This approach enables a deeper understanding of the intricate interplay between biological, psychological, and social factors that shape adolescent experiences.

By reframing our perspective on adolescence, we acknowledge its multifaceted nature. Adolescence is characterized by not only physical changes but also profound cognitive, emotional, and social transformations.

Embracing this complexity allows for a more nuanced examination of the challenges and opportunities that adolescents face. It also empowers researchers and practitioners to develop more comprehensive interventions and support systems tailored to the diverse needs of young people navigating this critical phase of life.

REFERENCES

Azimova, E. G., & Shchukin, A. A. (1999). Slovar methodicheskikh terminov (teoriya i praktika prepodavaniya inostrannyx yazykov). - SPb., 472 p.

Dakowska, M. (2005). Teaching English as a foreign language. Yes Dec Publishing Prt. Itd., Warsaw, 4-32.

Grandfather, M. V. (2011). Kompetennost i kompetesiya kak pedagogicheskie kategorii:opredelenie , structure, classification. Humanities and education, 2(6), 17-22.

Jinkin, N. I. (1991). Mechanizm rechi. 3-e izd. - M., 370.

Leontev, A. (1969). Yazyk, rech, rechevaya deyatelnost. Prosveshchenie, 214 p.

Manaenkova, M. P. (2014). Rechevaya komentetsiya v kontekte lichnostno-professionalnykh komentetsiy studenta. Psihologo-pedagogicheskiy zurnal Gaudeamus, 1(23), 28-32.

Romanova, N. N., & Filippov, A. V. (2010). Dictionary. Kultura rechevogo obshcheniya: ethics, pragmatics, psychology. -M., 302 p.