

**DEVELOPMENT OF SPEECH COMPETENCE OF STUDENTS USING MODERN
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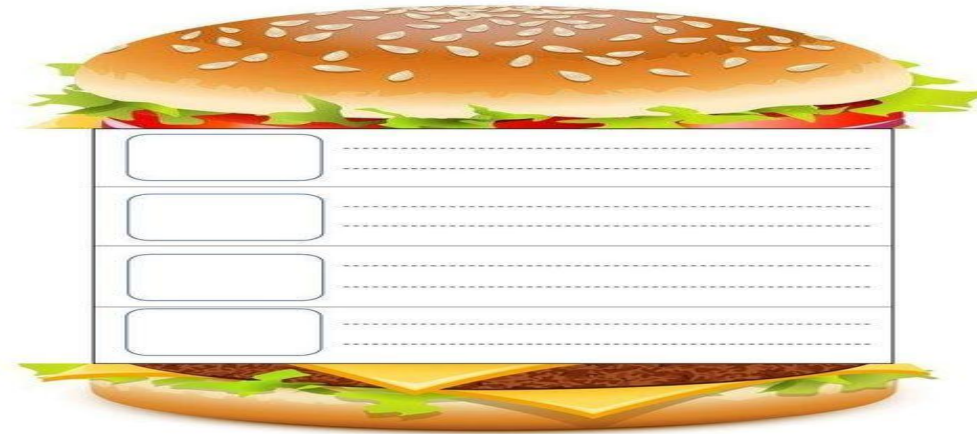
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With knowledge, attention and qualifications about the registration of students, first of all, it is necessary to get acquainted with the most necessary terms such as unlios, slang, non-slang, work on spelling rules with reference to them. Initially, some of the morphology are not studied, and then the spelling is generalizing from a set of suffixes that can be grouped according to the manuals of the exercises do not do. Within the framework of didactic types of exercises, it is better to use playful methods, the "mental attack" method, problematic educational elements, speech exercises based on independent thinking, computer capabilities. E.N.Solovova points out the consistency of the placement of exercises, with a special emphasis on the fact that the previous exercise should serve as a support for the performance of the next exercise [2;59-b.]. Such a consistency should also be introduced in relation to exercises and tasks drawn up on agreements. Skills and qualifications that are generated in a particular sequence: being able to remember the names of the agreements in the native language to be able to list the suffixes and interpret their spelling; being able to pronounce the suffixes of the agreement correctly, apply them differently, especially using the suffixes of-and-ni in their place, being able to write in written speech without spelling errors.

When grammatical means belonging to one grammatical category (for example, agreements) are studied, the work on them does not stop there. Now, taking into account the level of training of students, the necessary ones are performed from the types of work related to the differentiation of suffixes, as well as auxiliary words from each other, their use in place. Chunonchi: 1) divide the given suffixes into groups according to their affiliation; 2) to say which group the formative suffixes belong to; 3) separation of suffixes into types (word-making suffix, form-forming suffix) ; 4) grammatical meaning to say the same grammatical means; 5) finding and explaining suffixes related to spelling rules to apply among suffixes; 6) participation in travel by stops; 7) participation in the competition" connoisseur of grammatical means"; 8) identification of meaningless grammatical means (must – go; to the future-like to the future).

Readers read the sentence, retelling the content in their own words. Then they find pronouns from the text, determine which group of meanings they belong to, focus on the shape, especially the application of the personal pronoun in the plural form (with the suffix-s). They show the syntactic function of these pronouns, relying on interrogative words. Thus, on the basis of the text given in the textbook from lesson to lesson or selected by the teacher taking into account the capabilities of his students, work is carried out aimed at the goal of the comprehensive study

of the linguistic phenomena of the native language. These works are mainly aimed at developing speech competence, mastering the etiquette of communication. The following interactive techniques can be used in this. Fill in the inside of the hamburger by writing information about the pronoun.



Thus, grammatical materials studied in Uzbek lessons on the basis of consistency, continuity and continuity are integrated into the speech of students using exercises that combine into one system, through which the growth of speech and thinking is ensured.

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