



DOI: **10.5958/2249-7137.2021.02286.2**

## USE OF MULTIMEDIA TOOLS IN THE DEVELOPMENT OF SPEECH COMPETENCE

**Sanobar Khayotovna Kuldasheva\***

\*PhD Student,

Alisher Navoi Tashkent State University of Uzbek Language and Literature,  
UZBEKISTAB

### ABSTRACT

*This article reveals the importance and methodology of using video materials in the development of students' speaking competence. Guidelines for achieving the specified qualification requirements are provided and the benefits are explained. Opinions of scholars and educators on the development of speech competence in native language classes are analyzed.*

**KEYWORDS:** *Verbal Competence, Knowledge, Skills, Competencies, Video Material, Multimedia Tools, Skill Requirements, Comprehension, Assessment, Oral Presentation.*

### INTRODUCTION

Although the state educational standards define two types of mother tongue teaching: speech and linguistic competencies, the current curriculum focuses on the formation of linguistic competencies in the field of modern Uzbek literary language: memorization of grammatical rules, theoretical knowledge. The draft National Program for 2020 focuses on the correct and effective use of language in different situations, i.e. the formation of practical skills. This aspect contributes to the development of speech competence, the formation of comprehension skills, oral and written speaking skills. "Within the framework of grammar knowledge, skills and competencies are formed as a specific direction in terms of meaning and content, which allows to improve the speech culture of language units" [2].

### THE MAIN FINDINGS AND RESULTS

The use of multimedia tools in the development of speech competencies is relevant. When working on a person's speech, it is necessary to regularly use modern information and telecommunications tools that expand the opportunities for the effective development of information competence. It is recommended to use mobile devices (phones, tablets and other

gadgets) to develop the skills of searching, analyzing scientific information from various sources and working with the media in accordance with information security. In addition, it is a necessary tool to help develop oral skills, written speech skills, reading and comprehension skills, and listening comprehension skills. For example, we used a small experiment when we covered the topic of “Simple and Conjunctive” in the 9th grade mother tongue curriculum. First of all, what should a student in 9th grade know in terms of simple and compound sentences? What qualification requirements should be worked on to develop speaking and linguistic competence when explaining the topic of simple and compound sentences? Based on the initially defined curriculum, we have identified the following speaking and linguistic competency qualification requirements for a 9th grade student that are to be achieved through our proposed method.

### Verbal competence

(Oral, written, comprehension (reading and comprehension), listening comprehension)

Qualification required code	Oral speech
9.SC.OS.1	To be able to speak fluently in formal and informal situations, following the rules of the Uzbek language;
9. SC.OS.2	To be able to prepare thoughts and ideas in the form of a presentation without deviating from the topic;
9. SC.OS.3	Be able to prepare and speak on a specific topic;
9. SC.OS.4	Verbal representation of graphic drawings and diagrams get;
9. SC.OS.5	Understand the content of language tools in the performance of poems and works, the effective use of tone, pitch, pause;
9. SC.OS.6	Consistent expression of ideas on the basis of the given text, pictures, audio and video materials;
9.HK.O SC.OS H.7	Appropriate use of arguments and quotations in speech, adherence to the norms of public speaking.

	Listening comprehension
9.SC.LC.1	To be able to hear and understand different forms of speech and debate; be able to answer questions about the monologue and conversation heard, to react to it;
9. SC.LC.2	Be able to identify the details mentioned on the general topic of live speech and audio material;
9. SC.LC.3	Be able to express the information given in audio or video material in different styles in written, graphic and pictorial form;
9. SC.LC.4	Understand the methodological tools in speech tone (irony, pitching, sarcasm, irony, exaggeration, boasting, humor);
9. SC.LC.5	To draw conclusions based on what has been heard and to substantiate the conclusion with evidence;
9.HK.A SC.LC TT.6	Understand the spirit (pathos) of the listened speech and be able to react to it.

**Linguistic competence**

Qualification required code	Written literacy
9.LC.SP.1	Know the spelling rules and be able to apply them correctly in written speech;

Qualification required code	Syntax
9. LC.S.1	Distinguish between parts of speech and the means of connecting them, the use of punctuation between its parts;
9. LC.S.2	Distinguish between conjunctions that are connected, followed, and without a conjunction, being able to use them correctly in speech;
9. LC.S.3	To know about quotations and assimilations, to use them in speech, to use punctuation marks correctly;
9.LC.S.4	Know and be able to differentiate specific aspects of speech styles.

The experiment showed the effectiveness of both working on the child's speech and providing theoretical information on the basis of a single video material. First, a video on "Startup created in the garage: innovation laboratory" was shown (kun.uz). When choosing the video, taking into account the age, interests, psychology of the student, attention was paid to the educational aspects that serve to expand the worldview. And another important aspect is that the issue of time allotted to the video should not be overlooked. The volume of video materials should last from 10 seconds to 3 minutes. As they watch the video, students record key words and phrases in their notebooks.

**RESULTS AND DISCUSSIONS**

**Assignment 1.** Repeat the content of the video.

Consistent, meaningful, expressive, fluent, expressive narration is required on the basis of sequence, following the norms of literary pronunciation. The student is also taught to behave freely, to pay attention to the body, hand movements when speaking, to draw the attention of his peers, in short, the art of public speaking. The arguments presented in the text can be enriched by the reader, i.e. it is allowed to fill in the ideas and make additions. "A child's speech is a reliable means of communication only if it is understandable to others. This depends on the consistent, fluent and complete expression of the idea in speech, the choice of clear words, the purity and accuracy of pronunciation. Under favorable conditions, to some extent, these features are formed by teaching the child on the basis of a clear plan, the use of various methodological methods" [1]. The teacher carefully monitors each student's speech, focusing on the shortcomings in it. Whenever possible, mistakes and shortcomings in the student's speech, ability to control others through their speech, behavior in public, etc. are discussed with the participation of their peers (classmates, groupmates). "It is well known that listening exercises develop listening comprehension skills and, at the same time, prepare students for the development of listening comprehension skills" [3]. The ability to understand what they see and hear, to think on the basis of it, and to draw conclusions is also formed. In Task 1, we used the descriptive monologue type of monologue speech. By changing the direction of the task, descriptive monologue speech,

discussion monologue speeches can also be used. It is also recommended to use interactive methods and techniques, such as “Microphone”, “Press Conference” for Task 1.

**Assignment 2.** Identify compound sentences.

A paper version of the text in the video will be distributed. Students divide the sentences in the text into simple and compound sentences. Emphasis is placed on identifying cuts in sentences and the means of connecting compound sentences. In Task 2, verbal competence is directed towards linguistic competence.

### Handout

Amazon, the world's largest online store, has captured the hearts of children around the world with its animated products - Disney, Google, a search engine used by millions of people a day, and Lotus Engineering, which is innovating nanotechnology. Do you know what binds them? They all started in a simple garage and have had great success. Amazon, Disney and Google are world-renowned, but Lotus Engineering is still at the beginning of its journey, but has managed to implement useful projects.

Lotus Engineering is the name of our laboratory in Tashkent, not in any part of Europe. It's not just a simple laboratory. There, innovations will be created and applied to society using the power of nanotechnology, a direction that is still new not only for Uzbekistan but for the whole world. Interestingly, it is located in a simple garage, which once served as a car repair shop.

Amir Obidov, Lotus Engineering Project Manager, is a Doctor of Advanced Materials Science and Engineering, Professor. He studied for a master's and doctoral degree in South Korea, and the young scientist, who returned to Uzbekistan to defend his dissertation, began to think about continuing his career in a new way.

Simple sentences	Compound sentences	Means of connecting simple sentences in compound sentences

**Assignment 3.** Turn simple sentences in the text into compound sentences.

Students complete the task using connectors, connecting function tools, and tone. On one side of the screen, the text is displayed, and on the other side, the means of connecting simple sentences are displayed.

The reader takes a creative approach to the topic when turning simple sentences into compound sentences: inventing a continuation of a simple sentence requires the development of speech in it, the growth of vocabulary.

### Evaluation

Important aspects of multimedia assessment:

1. The teacher will be able to assess 30 (32, 28) students in a class at a time.
2. Computer is a “tolerant” tool. Allows the reader to correct mistakes and shortcomings and come to a final substantiated conclusion.
3. The student will have an objective opinion; there will be no protest mood.

We used the Bingo exercise to assess students' knowledge of the topic. The student finds the sentences in the fourth column that match the content of the sentences in the second column and writes the number in the third column. The correct answers will be entered into the computer's memory, so the computer will not accept his answer until the reader finds the correct answer. However, in assessing the student, the number of attempts earned and the time spent are taken into account.

№		№	
1	Amazon, Disney and Google are world famous		applied to society
2	They all started in a simple garage		although Lotus Engineering is still in its infancy, it has managed to implement useful projects
3	It will create innovations using the power of nanotechnology, a direction that is still new to the world		achieved great success

Homework was also given on the basis of this video material. Each group of students independently finds the meaning of the words and phrases they have written using internet search engines and electronic dictionaries.

**Group 1:** Disney, startup, engineering, and master's...

**Group 2:** Google, PhD, Nanotechnology, Amazon...

**Group 3:** nanopowder, innovation, materials science, project...

In this way, the student develops the skills of effective use of Internet resources, search and retrieval of sources and materials, enrichment of independent knowledge, self-study.

## CONCLUSION

Thus, parts 9.SC.OS.1, 9.SC.OS.3, 9.SC.OS.6, 9.SC.OS.7; 9.SC.LC.1, 9.SC.LC.2, 9.SC.LC.3, 9.SC.LC.5, 9.SC.LC.6 of our speech competence qualification requirements developed on the basis of the established program, 9.LC.SC.1, 9.LC.S.1, 9.LC.S.2 parts of our linguistic competence qualification requirements is fulfilled. Along with the elements of verbal competence, the child also develops the skills of working with the media, understanding, sorting information, reacting to it, summarizing and proving.

## REFERENCES

1. Babaeva D. (2018) Theory and methods of speech development. (Textbook). – Tashkent: “Barkamolfayz media”. –p. 432.
2. Mavlonova K. (2019) Improving the methodology of teaching the native language by integrating the subject of literature with the subject of literature through the literary text. Diss. PhD. – Tashkent. – p. 157. (Мавлонова К. Она тили фанини адабиёт фани билан бадий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш. Дисс. PhD. – Тошкент:, 2019. – 157 б.)
3. Salisheva Z. (2019) Improving the methodology of developing students' monologue speech in Uzbek language classes (in Russian groups): Diss. PhD. – Tashkent:. – p. 179. (Салишева

3. Ўзбек тили машғулотида талабалар монологик нутқини ривожлантириш методикасини такомиллаштириш (рус гуруҳларида): Дисс. PhD. – Тошкент:, 2019. – 179 б.)
4. L.V. Shevkoplyas. (2017) Formation of English-speaking competence in listening to future teachers in the process of independent work. Candidate of Pedagogical Sciences. Diss. – Tashkent. (Шевкопляр Л.В. Формирование англоязычной компетенции в аудировании будущих учителей в процессе самостоятельной работы. Канд. пед. наук. ... дисс. – Тошкент, 2017.)
5. Gulyamov A and others. (2012) Methods of teaching the native language. – Tashkent: “Science and technology”. –p. 380.
6. t.me/kunuzofficial
7. Ismatullayeva, N. R. (2021). On the Introduction of E-Learning Portfolio in the Educational Process. *Current Research Journal of Pedagogics* (2767-3278), 2(09), 35-37.