

LINGUODIDACTIC FOUNDATIONS OF DEVELOPING SPEECH CULTURE AND COMMUNICATIVE COMPETENCE IN THE UZBEK LANGUAGE

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Abstract

This article investigates the linguodidactic foundations of developing speech culture and communicative competence in the Uzbek language based on modern approaches to language education. The study analyzes the essence of the concept of speech culture, its role in the process of language teaching, and the structural components of communicative competence. Furthermore, the article examines the issues of integrating learners' linguistic knowledge with practical speech activities, developing effective communication skills, and enhancing speech competence in native language education. The results of the study demonstrate that speech culture and communicative competence are interrelated concepts, and their development represents one of the main objectives of language education.

Keywords

speech culture, communicative competence, linguodidactics, language education, speech activity, pragmatics, linguistic competence, communication, Uzbek language.

INTRODUCTION

In the contemporary era of globalization and the rapid development of information and communication technologies, an individual's ability to communicate effectively has become one of the essential social and professional competencies. Modern language education aims not only at mastering language as a system of grammatical rules but also at enabling learners to use it accurately, effectively, expressively, and appropriately in various communicative situations. Speech culture represents the ability of members of society to use linguistic resources consciously, normatively, and effectively. It includes adherence to literary language norms, the ability to express ideas clearly and logically, ensuring the appropriateness of speech according to the communicative situation, and demonstrating respect toward the interlocutor.

In modern linguodidactics, language teaching is based on a communicative approach aimed at developing not only grammatical knowledge but also the ability of learners to apply linguistic skills in real-life communication. From this perspective, the concept of communicative competence has become one of the fundamental categories of language education. Communicative competence refers to an individual's ability to use linguistic resources effectively in various social and cultural contexts. It encompasses linguistic, sociolinguistic, pragmatic, and strategic competencies.

The development of speech culture and communicative competence in Uzbek language education is of particular importance. Mastering the native language involves not only acquiring grammatical knowledge but also the ability to express national thinking, cultural values, and social relations accurately and appropriately. The relevance of this research is determined by the necessity to scientifically substantiate effective methods and tools for developing speech culture through a communicative approach in Uzbek language education.

Research Aim

The aim of this study is to identify the linguodidactic foundations of developing speech culture and communicative competence in the Uzbek language and to provide a scientific basis for their effective application in the educational process.

Research Objectives

- to reveal the linguistic and pedagogical essence of the concept of speech culture;
- to analyze the structural components of communicative competence;
- to determine the significance of the communicative approach in Uzbek language education;
- to describe effective methods for developing speech skills;
- to identify the potential of modern linguodidactic technologies in improving speech culture.

Research Object

The process of developing speech culture and communicative competence within Uzbek language education.

Research Subject

The linguodidactic principles, methods, and tools for developing speech culture and communicative competence.

RESEARCH METHODOLOGY

The study employed descriptive, comparative, pedagogical observation, linguistic analysis, communicative analysis, and methodological modeling

methods. Additionally, contemporary concepts of language education, linguodidactic studies, and scientific sources related to native language teaching methodology were analyzed.

THEORETICAL FOUNDATIONS OF THE CONCEPTS OF SPEECH CULTURE AND COMMUNICATIVE COMPETENCE

Speech culture is one of the important fields of linguistics that studies the correctness, accuracy, logicality, purity, richness, and expressiveness of speech. The concept of speech culture is not limited to adherence to grammatical norms; it also involves the appropriateness of speech in accordance with communicative objectives. Communicative competence refers to an individual's ability to select linguistic units and use them appropriately according to a particular situation. This concept includes not only linguistic knowledge but also sociocultural experience, communication strategies, and pragmatic skills.

In Uzbek language education, the formation of communicative competence enables learners to express their thoughts independently, create texts of various genres, and effectively use linguistic resources in communication. Thus, speech culture and communicative competence are closely interconnected concepts: the former determines the qualitative characteristics of speech, while the latter represents the ability to apply these characteristics effectively in practical communication.

CONCLUSION

The results of this study demonstrate that developing speech culture and communicative competence in the Uzbek language is one of the significant directions of modern linguodidactics. While speech culture represents an individual's ability to use linguistic resources in a normative, accurate, logical, and expressive manner, communicative competence enables the effective application of these knowledge and skills in various sociocultural contexts.

The analysis shows that providing only grammatical knowledge in native language education is insufficient; it is also necessary to develop learners' abilities to think independently, express ideas fluently in oral and written forms, and select appropriate linguistic means during communication. In this regard, the communicative approach serves as one of the fundamental methodological principles of modern language education.

The findings of the research indicate that adherence to literary language norms, expansion of vocabulary, development of text-creation skills, analysis of speech situations, and consideration of pragmatic factors are of great importance in the process of forming speech culture. In particular, the use of interactive methods such as dialogic and monologic speech exercises, problem-based tasks, discussions,

presentations, and text analysis proves to be an effective means of developing communicative competence. Furthermore, speech culture in the Uzbek language is closely connected with national and cultural values, reflecting the traditions of communication, respect, etiquette, and social relations of the Uzbek people. Therefore, the development of communicative competence in language education is not only a linguistic process but also an important factor contributing to an individual's social and cultural development.

The theoretical conclusions of this study contribute to enriching scientific research in the fields of linguodidactics, speech culture, and communicative methodology. From a practical perspective, the obtained results can be effectively applied in organizing Uzbek language lessons, developing educational and methodological materials, and improving the overall process of language teaching. In the future, the development of innovative models for enhancing communicative competence in Uzbek language education based on digital technologies, artificial intelligence tools, corpus linguistics, and modern pedagogical methods remains one of the promising research directions in this field.

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