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THE DEVELOPMENT OF ORAL SPEECH WHEN WORKING WITH A SPECIAL TEXT

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A B S T R A C T	K E Y W O R D S
This article discusses the features of language and speech, as well as the development of oral and written speech of students through working with text. The article presents tasks and examples that encourage students to understand the grammar of the Uzbek language by working with texts orally and in writing, as well as aspects that should be paid attention to when compiling them.	language, discourse, text, oral and written speech, communication, specialty, jurisprudence and legal terms.

Introduction

Language is a sign of culture. In our multinational republic, the state language is Uzbek, and now it is important to learn another language. Because at a time when there is a great demand and interest in learning many foreign languages such as English, French, German, Japanese and Chinese, the teaching of our state language, Uzbek, requires great responsibility from our teachers. In particular, Russian groups of law schools teach students to use the Uzbek language based on legal materials, improve oral and written speech, develop their skills in political and social sciences and legal texts, and develop legal texts in specific speech situations.

The main task is to speed up the process of learning the Uzbek language. For this, it is necessary to reform the principles, content and methodology of teaching Uzbek as a second language. It is best to use both simple and effective methods of learning and teaching Russian to students. To achieve this, each teacher must have the necessary level of knowledge and skills, based on the requirements of the time.

The goals of language learning are different. While some students only need to use and understand ready-made phrases for short periods of time, some require formal communication while others need language skills. Regardless of which language learning method is used, it is important that each student is treated individually. Each student is different in their abilities, abilities, diligence and diligence. An experienced teacher should identify these qualities in a timely manner and take them into account when teaching the language and completing assignments. Some students hear well and can use the words and phrases they hear correctly and in the right place. Some students have developed eyesight, so they can memorize words and phrases and create new sentences. Some may learn grammar first and then form sentences and phrases. If they are not good at grammar rules, they may find it difficult to translate or write. Some students have the opportunity to learn a language independently of a book or computer, and the teacher only gives them instructions. Other students learn every word and every phrase based

on grammar rules. For this reason, it is advisable to develop a learning plan tailored to the student's personality. Russian language students of nominal groups need to communicate with other people. This is because there is a need for such activities in order for speech to occur. For example, a child who is in business may engage in speech activities to get advice from others or to identify something specific. In natural speech, a vital factor that produces speech activity.

Materials and Methods

At the lessons of the Uzbek language, it is necessary to create such a need, first of all, for the conversational activity of Russian-speaking students. However, our observations show that many teachers pay little attention to this factor. It is well known that the student's speech activity arising under these conditions is determined by the task of the teacher, which is not related to his or her internal needs. The situation that arises when performing such a task is not focused directly on the process of communication.

In Russian groups, the grammar of the Uzbek language must be explained by oral and written texts, and not by texts and examples from Uzbek grammar and theoretical knowledge. Since students perceive the text more easily, they learn to work with the dictionary, determining the meaning of complex words in the text. A student working with a dictionary expands the range of ideas, expands his vocabulary and freely translates a given topic or task. Using a dictionary, the student can easily distinguish between words that are characteristic of the literary language and words that are found only in colloquial speech. When working with text, the student will be able to create a dictionary of complex words in the text.

In the process of learning a language, speaking is the most important. At the base of the student's language speech, that is, in the process of communication, he or she develops the ability to speak fluently and clearly in the Uzbek language. In every process, the most important way to develop these skills is by asking questions. Various text questions and oral exercises help students expand their vocabulary. Another problem with the development of students' oral speech is the correct organization of the learning process on how to communicate with grammatical rules. If a student deliberately masters theoretical material that reflects language features, he or she will develop his or her speech skills and abilities, but in most cases, students who understand grammar rules well will not be able to apply or apply these rules in live speech. Often this is because the development of grammar rules during the lesson and the development of appropriate speaking skills are usually not associated with live communication. One of the best ways to organize this work is communication. This method is also widely used in teaching foreign languages. Of course, there is a big difference between teaching Uzbek and Russian. However, there is one common foundation that links these two disciplines, one of which is communication effectiveness. Another way to engage students in practical speech is to engage students in a discussion of an issue or topic that is relevant to their current social life. For example, a live TV show, a tennis or football championship, an interesting press debate, and an event can be the basis for discussion. The initial word used in the discussion is to draw students' attention to the content of the sentence and to show that each student has their own reasoning on the subject with logical and reasonable reasoning. Rewarding such a student speech is a good result.

Therefore, the main goal of teaching the Uzbek language in Russian-speaking groups is to speak clearly, freely, express your thoughts orally and in writing, know a specific vocabulary and use them in your speech activity. The student must be able to present the text of the lexical and grammatical

material that he has learned during the year, understand the teacher's speech, assignments and questions, and be able to ask questions to others. The effective fulfillment of this task depends on the level of knowledge, pedagogical skills, readiness and will of the teacher, their abilities and responsibility. The teacher can fulfill these requirements mainly during the lesson. Learning is part of the learning process, which takes place at a specific time. The teacher must rely on the content and nature of the teaching material when choosing the most effective way of presenting the topic material to students during the course of teaching.

Thus, the main goal of teaching the Uzbek language in Russian-speaking groups is to speak clearly, freely, express one's thoughts orally and in writing, know a specific vocabulary and use them in one's speech activity. The student must be able to present the text of the lexical and grammatical material that he has learned during the year, understand the teacher's speech, assignments and questions, and be able to ask questions to others.

Research Results and Analysis

It is well known that at the lessons of the Uzbek language in Russian groups of higher educational institutions, texts of specialties of students are studied in the areas of their specialization. The purpose of such texts is to develop students' ability to communicate not only in Uzbek, but also to communicate in their field. After all, you must use several methods to organize such lessons at the same time. For example, translating texts, analyzing terms, creating questions, conducting conversations and dialogues, and much more. In addition, it is advisable to use a variety of special games during the course. The integrated use of these methods in the classroom helps the student to think independently and express his thoughts accurately and in speech. When working on specific texts during the course, the teacher should consider the following:

- the chosen topic should be interesting, relevant and based on the specialty;
- Terms in texts should be carefully studied;
- questions should be sequentially constructed;
- listen carefully to students' answers;
- create conditions for their free communication;
- involve all students in the class;
- Interpretation of students' opinions.

When mastering legal terms, students use texts that are directly related to their studies when learning the state language. Learns how to use specialty words, legal terms, their meanings, verbs and phrases, and also identifies keywords that are often found in the legal field. Translation of texts and compilation of vocabulary also includes the formation and development of oral and written speech among Russian-speaking students.

Using legal texts, students learn legal terminology and try to find alternatives in Uzbek and Russian. Currently, a number of legal terms have been found in the native language. This, of course, is positive. For example: civil code - fuqarolik codes, physical evidence - asheviy dalil, miravoy court - judge murosa, ordalie - qiynoq usuli, private law - khususiy xukuk, etc. However, some legal terms have become widely used by the general public and are widely used in general practice. Do these terms need to be translated into Uzbek? Examples include transportation, declarations, prosecutors, lawyers, amnesties, and more. Such words are popular among the general public and do not need to be translated. Obviously, jurisprudence requires linguistics, and future law professors must master both

philological and legal sciences. Law students may be given the following tasks to work with text related to their area of specialization during the course of the lessons.

Crime and Punishment. Responsibility for crime.

A crime is a socially dangerous act provided for by criminal law. Crimes are characterized by their nature and degree of social danger: low social risk; less heavy; heavy; divided into very serious crimes. Crimes punishable by law with imprisonment for a term not exceeding three years, as well as crimes punishable with imprisonment for a term not exceeding five years, are classified as misdemeanors.

Less serious crimes are intentional crimes punishable by law with imprisonment for a term not exceeding three years, but not more than five years, as well as crimes punishable with imprisonment for a term not exceeding five years. Serious crimes are intentional crimes punishable by law for up to five years, but not more than ten years. Intentional crimes are punishable by law with more than ten years' imprisonment or life imprisonment.

Punishment is a coercive measure applied to a person convicted of a crime by a court verdict that deprives a person of freedom or restricts his rights and freedoms. The court can impose a criminal penalty only on a person found guilty of a crime. In the history of mankind there has always been a sharp struggle against the negative social phenomenon of crime.

Fines for persons found guilty of a crime; deprivation of a certain right; compulsory public works; correctional work; service limitation; restriction of freedom; referral to a disciplinary unit; life imprisonment may be applied.

Work on the Text

1. Identify keywords in the text.
2. Find the legal terms found in the text.
3. Create questions based on the text.
4. Describe the context of the text.
5. What other types of crimes do you know?
6. Comment on different areas of crime.

Exercise 1. Make sentences with these phrases.

Criminal liability, individual, intentional crime, complex criminal offense, penitentiary system, deprivation of certain rights, correctional labor, restriction of service, deprivation of liberty, transfer to a disciplinary unit, deprivation of rank, mitigation of punishment, social danger, regret, criminal code.

Exercise 2. Translate the text into Uzbek.

The objectives of the criminal code are to protect individuals, their rights and freedoms, public and state interests, property, the environment, peace and human security from criminal encroachments, as well as the prevention of crime and the education of citizens in the spirit of observing the Constitution and laws of the republic. (Article 2 CC)

Exercise 3. Translate these phrases into Uzbek and make sentences with these phrases.

Fundamental rights, social justice, legal culture, personal rights and freedoms, state bodies, public associations, social activity, political parties, social security, schooling, scientific and technical creativity, judicial protection, spiritual and cultural heritage. High responsibility, constitute, equal,

interest, expresses, conducts, is, determined, based, society, freedom, public association, established, dignity, justice, legality, welfare, citizenship, encroachment.

Conclusions

As you can see, there are several tasks associated with working with a single text. These activities help students develop their oral and written language. Thus, this type of training will have a significant impact not only on the professional development of students, but also on their creativity, diligence and activity. While working on the text, the student must read and speak correctly, distinguish between legal terms in the text. In conclusion, it should be said that the science of linguistics is also necessary in jurisprudence, in addition, it is desirable that future legal personnel be fluent in the secrets of philology along with the legal sciences.

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