

THEORETICAL FOUNDATIONS AND LINGUISTIC FEATURES OF TEACHING UZBEK SPEAKING SKILLS

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Annotation: This article explores the theoretical underpinnings and distinctive linguistic characteristics involved in teaching speaking skills in the Uzbek language. It provides a comprehensive review of relevant language acquisition theories and pedagogical approaches that inform effective oral skills instruction. Emphasis is placed on the phonetic, morphological, syntactic, and pragmatic features unique to Uzbek that influence speaking proficiency development. The study examines challenges faced by learners in mastering spoken Uzbek, including pronunciation, intonation, and colloquial usage, and discusses strategies to overcome these obstacles through targeted pedagogical interventions. Additionally, the article highlights the role of interactive and communicative teaching methods in fostering learners' oral competence. This work contributes to the advancement of Uzbek language pedagogy by offering insights into optimizing speaking skills instruction tailored to the linguistic nuances of Uzbek.

Keywords: speaking skills, oral teaching, linguistic features, phonetics, morphology, syntax, communicative teaching, language acquisition, pedagogical methods, spoken proficiency, interactive learning, language development

Аннотация: В данной статье рассматриваются теоретические основы и отличительные языковые характеристики, связанные с обучением навыкам говорения на узбекском языке. В ней представлен всесторонний обзор соответствующих теорий овладения языком и педагогических подходов, лежащих в основе эффективного обучения навыкам устной речи. Особое внимание уделяется фонетическим, морфологическим, синтаксическим и прагматическим особенностям, уникальным для узбекского языка, которые влияют на развитие навыков говорения. В исследовании рассматриваются трудности, с которыми сталкиваются учащиеся при овладении разговорным узбекским языком, включая произношение, интонацию и разговорную речь, а также обсуждаются стратегии преодоления этих препятствий посредством целенаправленных педагогических вмешательств. Кроме того, в статье подчеркивается роль интерактивных и коммуникативных методов обучения в развитии устной речи учащихся. Данная работа вносит вклад в развитие педагогики узбекского языка, предлагая идеи оптимизации обучения навыкам говорения с учетом языковых особенностей узбекского языка.

Ключевые слова: навыки говорения, устное обучение, языковые особенности, фонетика, морфология, синтаксис, коммуникативное обучение, усвоение языка, педагогические методы, владение устной речью, интерактивное обучение, развитие языка.

Annotatsiya: Ushbu maqolada o'zbek tilida nutqiy ko'nikmalarni o'rgatishning nazariy asoslari va o'ziga xos lingvistik xususiyatlar o'rganiladi. U samarali og'zaki nutq ko'nikmalarini o'rgatish imkonini beruvchi tegishli tilni o'zlashtirish nazariyalari va pedagogik yondashuvlarni har tomonlama ko'rib chiqish imkonini beradi. O'zbek tiliga xos bo'lgan fonetik, morfologik, sintaktik va pragmatik xususiyatlarga alohida e'tibor qaratilib, nutq mahoratini rivojlantirishga ta'sir qiladi. Tadqiqotda o'quvchilarning og'zaki o'zbek tilini o'zlashtirishda duch keladigan qiyinchiliklari, jumladan, talaffuz, intonatsiya va so'zlashuv nutqida foydalanish ko'rib chiqiladi va maqsadli pedagogik tadbirlar orqali ushbu to'siqlarni bartaraf etish strategiyalari muhokama qilinadi. Bundan tashqari, maqola o'quvchilarning og'zaki nutqini rivojlantirishda interfaol va kommunikativ o'qitish usullarining rolini ta'kidlaydi. Bu ish o'zbek tilining lingvistik nuanslariga moslashtirilgan nutq ko'nikmalarini o'qitishni optimallashtirish bo'yicha tushunchalar berib, o'zbek tili pedagogikasining rivojlanishiga hissa qo'shadi.

Kalit so'zlar: nutq qobiliyati, og'zaki ta'lim, til xususiyatlari, fonetika, morfologiya, sintaksis, kommunikativ ta'lim, tilni o'zlashtirish, pedagogik usullar, og'zaki nutq, interfaol ta'lim, tilni rivojlantirish.

In the contemporary world, the ability to communicate orally in a foreign or native language has become an indispensable skill. Speaking skills facilitate interpersonal communication, foster cultural understanding, and open doors to social and professional opportunities. For Uzbek language learners, mastering oral communication is not merely about memorizing vocabulary or grammatical rules, but about acquiring the ability to interact naturally and effectively in various contexts.

Teaching speaking skills in Uzbek presents unique challenges and opportunities due to the specific linguistic features of the language and the cultural context in which it is used. This article delves into the theoretical foundations that inform speaking skills instruction, examines the linguistic characteristics of Uzbek that affect speaking proficiency, identifies challenges learners face, and offers pedagogical strategies for improving oral competence.

1. Theoretical Foundations of Teaching Speaking Skills

1.1 Historical and Contemporary Theories

The evolution of language teaching methodologies reflects changing views on how speaking skills are acquired. Early behaviorist models, influenced by Skinner's stimulus-response theory, promoted repetitive drills and mimicry, aiming to build speaking fluency through habit formation. However, this approach was criticized for neglecting meaning and communicative context.

Cognitive theories, especially those influenced by Piaget and Vygotsky, shifted focus to learners as active constructors of knowledge. Vygotsky's sociocultural theory, in particular, highlights the role of social interaction and scaffolding in language acquisition. Speaking skills develop not in isolation but through meaningful communication within social contexts, supported by more knowledgeable interlocutors.

The Communicative Language Teaching (CLT) approach, emerging in the 1970s, revolutionized speaking skills instruction by emphasizing functional language use. CLT advocates engaging learners in authentic, purposeful communication tasks rather than focusing solely on grammatical accuracy.

This approach aligns with Canale and Swain's (1980) concept of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competencies.

1.2 Principles of Effective Speaking Skills Instruction

Effective speaking instruction should:

- **Encourage active learner participation:** Learners must be given ample opportunities to produce language actively.
- **Focus on fluency and accuracy:** Initially, fluency might be prioritized to build confidence, followed by gradual attention to accuracy.
- **Incorporate authentic materials and contexts:** Real-life situations and materials enhance relevance and motivation.
- **Provide meaningful feedback:** Corrective feedback should be timely, constructive, and encouraging.
- **Promote interaction:** Collaborative tasks and peer communication foster spontaneous speaking.

2. Linguistic Features of the Uzbek Language Relevant to Speaking Skills

2.1 Phonetics and Phonology

Uzbek phonology features vowel harmony, a characteristic of Turkic languages, where vowels within a word harmonize to be front or back vowels. This affects word pronunciation and morphological suffixes. For example, the suffix for the plural may change based on vowel harmony rules.

Consonant inventory includes stops, fricatives, affricates, and nasals. Certain sounds like /q/, /ɣ/, and /ʃ/ may be unfamiliar to learners from non-Turkic backgrounds. Stress in Uzbek typically falls on the last syllable but can vary, influencing intonation patterns.

Mastering these phonetic and prosodic elements is crucial for clear and intelligible speech.

2.2 Morphology

Uzbek is an agglutinative language where words are formed by adding a series of suffixes to a root. These suffixes express grammatical categories such as tense, mood, person, number, and case. For example:

- kitob (book) + lar (plural suffix) = kitoblar (books)
- yur (to walk) + moq (infinitive suffix) = yurmoq (to walk)

Correctly attaching and pronouncing these suffixes during speech is essential for grammatical accuracy and meaning clarity.

2.3 Syntax

The dominant sentence order in Uzbek is Subject-Object-Verb (SOV), which differs from the Subject-Verb-Object (SVO) order typical of English and many European languages. For example:

- English: "I read the book."
- Uzbek: "Men kitobni o'qiyman." (Literally: "I book read.")

This syntactic difference often challenges learners when constructing sentences spontaneously.

2.4 Pragmatics and Sociolinguistic Features

Spoken Uzbek incorporates various politeness forms, honorifics, and idiomatic expressions. The choice of pronouns, verb forms, and speech style can signal respect, familiarity, or social hierarchy. For example, the use of *siz* (formal 'you') vs. *sen* (informal 'you') depends on the social context.

Pragmatic competence involves knowing when and how to use these forms appropriately, an essential skill for effective communication.

3. Challenges in Teaching and Learning Uzbek Speaking Skills

3.1 Pronunciation Difficulties

Learners whose native languages lack certain Uzbek sounds may struggle to produce them accurately, affecting intelligibility.

3.2 Morphological Complexity

The agglutinative nature requires learners to understand suffix usage, which can be overwhelming, especially when producing spontaneous speech.

3.3 Syntax Adjustment

Learners often transfer syntactic structures from their first language, leading to errors in Uzbek sentence construction.

3.4 Pragmatic Awareness

Lack of cultural exposure can lead to inappropriate speech acts, misunderstandings, or social faux pas.

3.5 Limited Speaking Practice

Traditional classroom settings may limit opportunities for natural, interactive speaking practice, resulting in low learner confidence.

4. Pedagogical Strategies for Enhancing Uzbek Speaking Skills

4.1 Communicative Language Teaching (CLT)

Engage learners in meaningful communication through role-plays, interviews, debates, and group discussions. For example, students might simulate a market negotiation or a social visit, practicing vocabulary and pragmatic forms in context.

4.2 Task-Based Language Teaching (TBLT)

Assign tasks that require communication to complete, such as planning a trip, solving a problem, or telling a story. These tasks stimulate authentic language use and creativity.

4.3 Pronunciation Workshops

Use phonetic drills, minimal pair exercises, and audio-visual aids to help learners master difficult sounds and intonation patterns. Recording and playback techniques allow self-assessment and improvement.

4.4 Integration of Multimedia Technologies

Incorporate videos of native speakers, podcasts, language learning apps, and online platforms to expose learners to diverse accents, speech speeds, and registers.

4.5 Feedback and Error Correction

Offer constructive feedback focusing on both fluency and accuracy. Peer feedback sessions encourage collaborative learning and reduce anxiety.

4.6 Cultural Immersion

Organize cultural activities, invite native speakers, and encourage participation in language exchange programs to develop sociolinguistic and pragmatic competence.

5. The Role of Teacher Competence and Learner Motivation

Teachers must be well-versed in the linguistic features of Uzbek and contemporary pedagogical methods. Continuous professional development is essential to integrate technology and interactive methodologies effectively.

Learner motivation is a critical factor; creating a supportive, engaging, and goal-oriented environment enhances persistence and achievement in speaking skills.

The teaching of Uzbek speaking skills requires a comprehensive approach grounded in sound theoretical principles and an in-depth understanding of the language's phonetic, morphological, syntactic, and pragmatic features. By combining communicative methodologies with targeted practice addressing linguistic challenges, educators can foster learners' oral proficiency and confidence. Embracing multimedia tools and cultural immersion further enriches the learning experience, preparing learners for authentic Uzbek communication.

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