

RESEARCH ARTICLE

Development Of Lexical And Speech Competence Of Students In Native Language Lessons

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Abstract

This article covers the development of students' lexical and speech competence in native language lessons. The possibilities of forming students' oral and written speech through vocabulary expansion are analyzed. The pedagogical significance of using effective methods and exercises in the development of speech competence is also substantiated.

KEY WORDS

Native language, vocabulary, speech competence, methodology, communicative competence.

INTRODUCTION

In today's process of globalization and informatization, speech literacy of the individual, the ability to express thoughts clearly, logically, and fluently, is recognized as one of the important competencies. In this process, the lexical richness of students is the main factor in the formation and development of their speech competence. In particular, improving students' oral and written speech by expanding vocabulary in the process of teaching the native language remains one of the urgent pedagogical issues.

Native language lessons, along with the formation of language knowledge, skills, and abilities in students, serve to meet their communicative needs, develop independent and creative thinking skills. Lexical competence is an integral part of speech competence and includes such skills as understanding the meanings of words, their appropriate and appropriate use, and the effective use of synonyms and antonyms. The level of development of this competence determines the student's speech culture and communication effectiveness.

From this point of view, in this study, the pedagogical possibilities, effective methods and techniques of developing

students' lexical and speech competence in native language lessons, as well as problems encountered in the educational process, are analyzed from a scientific-theoretical and practical point of view. The research results are significant because they serve to improve the quality of native language education, enhance students' speech activity, and improve their communicative competence.

In the modern education system, the development of students' speech competence is one of the priority tasks. Especially in native language lessons, the development of oral and written speech of students through increasing vocabulary acquires important pedagogical significance. "Lexical richness is a person's knowledge of words and phrases, the ability to use them correctly and appropriately in various contexts" [1]. From this point of view, vocabulary serves as the main tool for the formation of a student's speech and written competence, since "if vocabulary in speech activity is insufficient, it becomes difficult to express thoughts clearly and fluently, to communicate effectively in various communicative situations" [2]. Therefore, systematic work with dictionaries is considered

an important priority task in the pedagogical process of native language lessons not only for strengthening knowledge, but also for the comprehensive development of the student's communicative competence.

Vocabulary is a primary tool for developing students' language skills. "Students with sufficient vocabulary can not only express their thoughts clearly and fluently, but also effectively use various genres in oral and written speech, perceive the subtleties of national-cultural meaning in communication, and combine them in speech" [3]. At the same time, as scholar L. Toshmatova notes, "the speech of a person with insufficient vocabulary will not be fluent and meaningful, which negatively affects the process of forming communicative competence" [4]. In this regard, the systematic development of vocabulary is considered not only as an important tool for strengthening language knowledge in native language lessons, but also for the comprehensive development of the student's speech and communicative competence.

Various types of vocabulary are used in native language lessons, each of which performs its own methodological tasks, which serves the comprehensive development of the student's language and communicative competence. First of all, explanatory dictionaries reveal the meaning, scope of use, and context of words. "Students learn new lexical units through explanatory dictionaries and develop the skill of using them correctly and purposefully in communication" [5]. At the same time, explanatory dictionaries, along with increasing lexical richness, develop analytical thinking and the ability of contextual analysis in students.

The second type is spelling dictionaries, which show the correct spelling of words and strengthen written speech competence. "Students master spelling rules through regular work, which allows them to give quality results in the process of writing essays and compositions" [6]. In this way, spelling dictionaries strengthen the student's ability to effectively develop written speech and clearly express their thoughts in communicative situations. The third type is orthoepic dictionaries, which help to correctly learn pronunciation and clearly express words in spoken language. Especially in various presentations in the classroom, role-playing games, and communication exercises, "orthoepic dictionaries play an important role in the development of the student's oral speech" [7]. Thus, a number of types of dictionaries serve the comprehensive development of the student's speech, written, and cultural-communicative competencies, ensuring the

formation of language richness and social flexibility.

In the process of increasing vocabulary, native language teachers can effectively use a number of methodological tools, which serves the comprehensive development of students' language, speech, and communicative competencies. First of all, interactive exercises allow students to strengthen their vocabulary by adapting words to the context, identifying synonyms and antonyms, and constructing sentences. At the same time, the formation of creative tasks in students, for example, by writing stories, essays, and compositions, develops the skills of practical application of new lexical units.

The use of multimedia tools, including audio and video materials, presentations and interactive applications, contributes to the development of oral speech skills, as well as strengthening vocabulary. In addition, by encouraging independent work with vocabulary, students complete homework with explanatory and orthoepic dictionaries, reinforce their knowledge in practice through assignments on the use of new words in everyday speech. Thus, the systematic application of various methodological tools serves the simultaneous development of the student's linguistic literacy, speech competence, and social communicative skills.

The methodology for increasing vocabulary in native language lessons is an important tool for the development of students' speech and writing competence. With the help of dictionaries, students can clearly express their thoughts, strengthen the ability to communicate in various communicative situations, and develop creative thinking. The systematic use of explanatory, spelling, and orthoepic dictionaries, as well as interactive, creative, and multimedia tools, serves the comprehensive development of students' linguistic literacy, cultural, and socio-communicative skills in native language pedagogy. Therefore, effective and systematic work with dictionaries should become an integral and strategic aspect of the educational process, which creates the basis for the sustainable formation of the student's language, speech, and social competence.

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