

LITERACY ROLE IN FORMATION OF THE COMPETENCE MANAGEMENT OF AFFAIRS IN A STATE LANGUAGE AT PUPILS

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ABSTRACT

In the given article are considered features of formation of skills of the competence management of affairs in a state language, prominent aspects of development of speech, and also analyzed management of affairs officially at lessons of native language and its methodological aspects.

Keywords: Business management in a state language, speech, oral speech, written speech, the speech competence, style of speech, official style, work on the text.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Nowadays big attention is given to preparation of experts in the field of administrative management of affairs of state bodies, state and not state organizations. For this purpose one of actual questions of today is maintenance of qualified personnel, in such areas, management of affairs, staff department, archival business, official registration of papers. Processes of innovative development demand careful studying of workers of all branches, careful development of modern methods, and management of affairs from experts and official registration of papers in a state language. Achievement of it is continuous process, and its initial qualification begins with general secondary education

Speech culture and speech literacy play a key role in formation of the competence management of affairs at pupils a state language. As we know, the way of thinking of person is result of consciousness which is an important source of dialogue, direct expression of human reason and its outlook. In this context speech development completely reflects development of person. Formation of spirituality of person and development is shown in its speech. Firstly, development of mental faculties of the person, secondly, strong influence to spiritual, educational part, language (speech) true recognized by science. But, opposing them to each other is not right. Social, art-aesthetic features in language carry out the problems assigned to them not mutual negation, but mutual cooperation and integrity[2, p. 25].

As we know, speech is both oral, and written, and everyone has own features.

Oral speech is interrelation, basic means of dialogue and relation, and is a valid provision. It will be calculated on nearest distance, listener standing nearby, and interlocutor. Oral speech is a method of dialogue and does not define concrete requirements of a literary language, restriction and border. Written speech has a number of features depending on its purpose and circumstances. From the point of view of distance, it will be intended for the interlocutor being not nearby, kept away (person, pupil). In informal conversation there are no additional assistants who can help, such as, for example, in oral speech, mimicry, gestures. That is why in written speech is vital, accuracy, fluency, clearness, reliability, correctness from the point of view of logic, grammar and spelling. It is important, that the idea will not contain anything that would stir, to understand values to others.

According to professor B.Tuhlieva, written form of speech demands serious reflexion, judiciousness, both each word and syntactic structure demands attentive thinking and serious preparation. At the disposal of author there are only punctuation marks, and also some graphic signs (underlining to change letter forms to write with other colour). In some cases they can serve as increasing attention to written work[3].

Development of informal conversation of pupils begins with the first class. As a result of work on each section of grammar, for formation and speech development, in result colloquial skills are formed. Brevity, simplicity, well turned speeches are included into skills of speech: to teach pupils correctly to pronounce, increasing of lexicon is one of the main task.

The main aim of teaching native language in modern education: “improving the person who can express his/her own ideas orally and in written form, created culture of reading, conceiving independently and creatively, respecting others’ opinion , person in whom culture of dialogue and speech are developed was noted. Development of speech competence of pupils directly concerns for achievement of this purpose.

As we know, speech competence is ability application of knowledge, skills and qualification in practice.

Under the concept of speech competence, is meant freely owning speech from what practical side or language, dialogue, correctly, quickly to speak in the course of speech in the form of monologue, to understand heard and readable speech, skills of understanding of various functional styles of speech sample.

As a rule, speech competence is understood as, qualification of conversation of pupils (dialogue, monologue speech, role games, dialogue), hearing (making an abstract to state short value of the text to develop assumptions) to read (formation of the search, conventional, personal points of view to understand the main sense of text), and also written speech (copy, fill various working papers to form characteristics, filling lack information, creation of creative texts).

Definition of lacks of speech has methodical value in development speech competence. The following:

- a local dialect or family influence;
- influence of "street language";
- not the reference of attention to speech speech of pupils at school;
- unusual lacks of speech bodies: not правильное pronunciations “g”, lispings of language.

The main task of teacher during time to notice and eliminate these lacks.

Possession of literacy of speech, depends in the first from mastering of Uzbek language and its expressive means, to observe to literary language specifications, in the second, to observe to aesthetic norms at dialogue, to be attentive to itself and another at conversation, to speak in a place, to listen, communicate, to know culture of discussion and other socially-sincere factors.

And also, for the purpose of expression of thought from unit of speech of language and materials, is process of using. Various branches of life, choice of lexical, phraseological, phonetic and grammatical means of language in various conditions of speech of style of their use is too a miscellaneous. Therefore, following styles of speech differ among themselves: style of conversation, official working style, scientific style, publicistic style and literary style.

Official working style takes the main place in the competence conducting state affairs. This speech style is social, legal relations, this style serves for an establishment official, political-economical, cultural contact the state and between the states. This style differs with documentary character. Therefore, this kind of written speech are state laws, certificates, orders, statements, contracts, briefs, announcements and others written official styles. Official style of language is the main specificity, accuracy and concentration, wide using of considerable speech forms, professional words, the terms, ready syntactic designs which, in turn provide accuracy and clearness of speech. Wide using of ready speech designs (on it the basis is required; therefore; we inform; to take in attention; on; we more low signed; on the basis; for; Leaves that, with a condition, to give, encourage) text documents in style of narration, using of words in one sense, lack of art and graphic means, verbs in Passive Voice and in imperative forms, using of compound offers. The language material prepares on the basis of kind and character of document[7, p.16].

Taking into consideration it, it is necessary to improve competence business management in a state language in the course of training of styles of speech. Therefore, themes connected with speech competence, is necessary to spend on the basis of modern technologies of training, interactive methods, didactic games, also are practical result of speech literacy.

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