Article

Coherence in Speech Culture in the Development of Pragmatic Competence in 6th-Grade Students Through Learning Assignments

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Abstract: This article presents and analyzes the scientific views of linguists, methodologists, educators and psychologists on the theoretical aspects of developing students' pragmatic, communicative and oral competence through educational tasks in their native language, heuristic tasks, studying speech culture and teaching communicative features that ensure speech culture.

1. Introduction

In modern educational practice, the development of students' communicative and pragmatic competence has become one of the central objectives of language teaching. Contemporary pedagogical approaches emphasize the importance of developing speech culture and communication skills through meaningful learning activities. In native language lessons, educational tasks play a significant role in forming students' ability to express ideas clearly, logically, and appropriately in different communicative situations [1].

Speech culture is closely connected with the development of pragmatic competence, which refers to the ability to use language effectively according to context, purpose, and communication norms. Researchers note that pragmatic competence includes knowledge of linguistic forms, communicative strategies, and cultural norms that guide successful interaction [2].

In the process of teaching the native language to 6th-grade students, educational tasks such as text analysis, heuristic exercises, and communicative assignments help learners develop speech culture and communicative abilities. These tasks stimulate creative thinking, encourage independent reasoning, and promote the practical application of linguistic knowledge [3].

Therefore, the purpose of this study is to analyze the role of educational tasks in developing pragmatic competence and speech culture among 6th-grade students in native language classes [4].

In recent years, great attention has been paid to the development of students' speech, thinking, perception, approaches, and subjective attitudes in native language education. In developing the pragmatic competence of 6th grade students through educational tasks, it is necessary to increase their knowledge of communication and expression [5]. V. Golovin recognized three types of speech communication: subjective, objective and

genoseological meanings. Subjective meaning is a set of knowledge, skills and abilities that help the author of the speech to easily construct sentences in order to optimally build communication, while objective meaning is a set of speech properties and qualities [6]. The connection with genoseology is manifested in the form of a scientific field of study of the system of communicative qualities of speech. It is important to instill in 6th grade students the scientific-theoretical, pedagogical-methodological foundations of developing pragmatic competence through educational tasks, and to develop communication skills. In this regard, educational tasks and work on the text have a positive effect on them. The use of heuristic tasks in the educational process in developing pragmatic competence through educational tasks develops their creativity [7]. "Heuristic tasks play an important role in the formation of creative skills in students. Because during the implementation of these tasks, students are able to engage in creative research. Heuristic tasks encourage students to engage in creative research and demonstrate the results of creative activity. Regular monitoring and improvement of the results of students' creative activities requires special professional skills and creativity from the teacher". The third chapter, dedicated to the topic of "Systematic grammatical tasks aimed at creating a text", describes systematic activities aimed at creating a coherent text based on independent mastery of the educational material of text creation, creative and independent performance of tasks of varying complexity, practical tasks [8]. The purpose, task, level of complexity of the texts differ from each other depending on who they are intended for (individual or collective). In the process of creating a text, the scientificity, systematicity of the selected topics, the interest of the educational materials, their relevance to practice, interdisciplinary relevance, as well as the creative nature of the texts and tasks given are important [9]. In developing pragmatic competencies of 6th grade students, the main role of the native language teacher is to teach linguistic knowledge, theoretical information related to the subject, as well as to develop and apply interesting tasks related to the subject in practice [10]. Also, during the tasks, students acquire speech culture skills and the ability to independently use the communicative properties of speech in communication [11]. According to B. Sharipov, "Speech culture means such a choice and organization of language, in a specific situation of communication, in compliance with language norms and communication ethics, which can be most effective in achieving the set communicative tasks" [12].

2. Materials and Methods

The research is based on theoretical analysis of linguistic, pedagogical, and psychological literature related to speech culture and pragmatic competence. The study also examines methodological approaches to the use of educational tasks in native language instruction [13].

Several research methods were applied. First, a **theoretical analysis method** was used to examine scientific works related to speech culture, pragmatics, and communicative competence. Second, a **comparative pedagogical analysis** was conducted to identify effective approaches to developing students' communication skills through educational tasks. Third, **textual analysis** was used to examine examples from native language textbooks and learning materials used in 6th-grade education [14].

These methods made it possible to determine the pedagogical significance of educational tasks in improving students' speech culture and pragmatic competence.

The development of pragmatic competence of 6th grade students is the culture of conducting meaningful conversations for a specific purpose, observing the norms of the literary language and the rules of speech etiquette in the process of communication, listening and speaking in accordance with Uzbek etiquette. The wider the vocabulary, speech thinking, and knowledge of 6th grade students, the more understandable and meaningful their communication will be. If schoolchildren communicate based on logical

conclusions, taking the communicative properties of speech as a model from educational tasks, their communicative qualities will increase day by day [14].

Figure 1 illustrates the structural model for developing pragmatic competence in 6th-grade students through native language learning activities. The model demonstrates the interconnection between several pedagogical components that contribute to the formation of students' communicative abilities. These components include interactive work with theoretical information from the textbook, the use of integrated texts for analysis and discussion, the application of modern didactic technologies that stimulate students' communicative competence, and the consideration of students' psychological characteristics during the learning process.

The model also highlights the role of corrective and developmental tasks aimed at eliminating students' speech errors and improving their expressive abilities. Through systematic engagement with texts, discussions, and communicative exercises, students gradually develop the ability to express ideas coherently, follow literary language norms, and apply communicative strategies effectively in different contexts. Therefore, the structure presented in the figure reflects a comprehensive pedagogical approach that integrates linguistic knowledge, cognitive development, and communicative practice in the process of forming pragmatic competence [15].
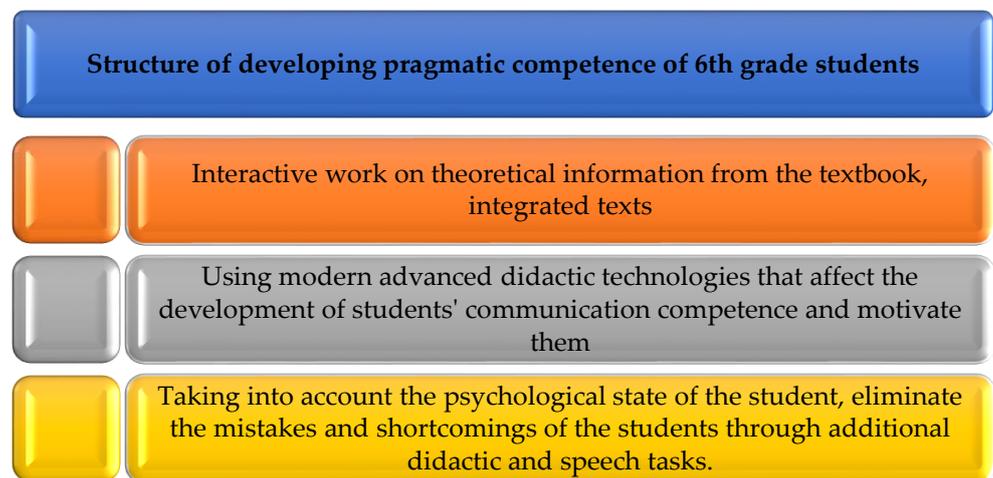

Figure 1. Structure of developing pragmatic competence of 6th-grade students

The ability of 6th grade students to master the culture of speech is felt in reading, analyzing texts expressing the content of Uzbek national values, creating a text characteristic of axiological consciousness, independently subjectively synthesizing proverbs in exercises, aphorisms of great thinkers and wise ideas and views. In order to develop the pragmatic competence of 6th grade students, when teaching communicative qualities that ensure the culture of speech, their speech practice includes cultural speech nourished by the norms of the literary language. This, in turn, serves to ensure the speech activity of students. In our opinion, the ability to read works plays an important role for effective communication. As S. L. Bratchenko rightly noted: "Communication is a communication aimed not at the result, but at the process". The ability of 6th grade students to master the culture of speech is felt in reading, analyzing texts expressing the content of Uzbek national values, creating a text characteristic of axiological consciousness, independently subjectively synthesizing proverbs in exercises, aphorisms of great thinkers and wise ideas and views. In order to develop the pragmatic competence of 6th grade students, when teaching communicative qualities that ensure the culture of speech, their speech practice includes cultural speech nourished by the norms of the literary language. This, in turn, serves to ensure the speech activity of students. In our opinion, the ability to

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- taking into account the age and individual characteristics of students when creating the accuracy, correctness, and expressiveness of speech;

- appropriate selection of language units and linguistic levels for the text;

- understanding the semantics of words in terms of meaning and grammar;

- teaching to distinguish the differences in the content of lexical and syntactic morphemes used in oral and written speech;

- achieving harmony between the means of artistic imagery, the logic of thought of the tone of speech, and the emotional and mental state of the schoolchild when creating text types.

"Skills that serve to ensure the expressiveness and effectiveness of speech (word stress and logical stress, pauses and voice timbre, speech pace, sound, syllables, words, fluent pronunciation of sentences, ability to say them in a declarative, interrogative, command, and exclamatory tone according to the content of the sentences) are also formed in native language classes".

In the process of developing pragmatic competencies of 6th grade students, it is possible to determine the improvement of their speaking, reading, and writing competencies, as well as the acquisition of speech culture, by analyzing artistic and scientific texts and the semantics of lexical units used in them, the dictionary meaning of terms and expressions, and the degree to which artistic and visual means serve the content of ideas.

3. Results

The analysis of educational tasks used in native language lessons demonstrates that they play an important role in developing students' pragmatic competence. Through systematic work with texts, students learn to analyze information, interpret meanings, and express their own opinions.

The results show that heuristic and communicative tasks significantly improve students' ability to construct coherent speech. When students are involved in text-based discussions, creative exercises, and problem-solving activities, they demonstrate greater linguistic awareness and improved communicative skills.

Furthermore, educational tasks help students expand their vocabulary, develop logical thinking, and improve their ability to participate in meaningful communication. As a result, students become more confident in expressing ideas and participating in classroom discussions.

The communicative properties of speech are formed by the creation of a set of various scientific, artistic, and descriptive texts by general education students over the years through theoretical and cognitive analysis, reflection on the interpretations contained in the text, and the transfer of a meaningful set of dialogues into speech. It can be seen that, according to this approach, theoretical information in scientific speech is transformed into written thought. According to Humboldt, "The ultimate goal of interpersonal communication is the free development of the inner forces in people. Such people can expand their sphere of existence infinitely". In particular, when developing pragmatic competencies in 6th grade students, providing them with a high level of knowledge about the communicative properties of speech will increase their ability to speak clearly and effectively, and to think logically.

In the 6th grade "Mother Language" textbook, the text "Who is more to blame" contains an assignment to read the text and engage in a discussion. It turns out that in 90 percent of cases, fires are caused by human negligence. A reasonable question arises: who

are these "negligent people"? Children or adults? Of course, it is difficult to find a definite answer to this question. However, by analyzing the most common situations that cause fires, one can draw a reasonable conclusion.

So, fires are more likely to occur in the following situations:

- when using faulty electrical appliances;

- when forgetting to turn off appliances (mainly irons);

- as a result of a gas leak;

- as a result of a short circuit in electrical wires;

- when using fire incorrectly;

- when aerosol cans are left near a fire;

- as a result of cigarette embers falling on flammable objects". Introducing such tasks into discussion during native language lessons will help them develop their thinking skills and be safe in life.

L.M. Friedman "characterized the problem of educational tasks based on the features of the formation of educational situations through speech. A problematic situation creates an obstacle to cognition in the mind of the student. By eliminating the obstacle, the student completes the task. The obstacle and its elimination ensure the implementation of the learning activity. This tariff reflects a number of features of educational tasks: we can formulate tasks through speech (written speech); we can assign their execution to others (for example, to the student); the task can be structured, reconstructed, changed".

4. Discussion

The findings confirm that educational tasks serve as an effective pedagogical tool for developing pragmatic competence in school students. According to pedagogical theory, communication skills are best developed through active participation and practical language use rather than through passive memorization of theoretical knowledge.

The use of heuristic tasks encourages creative thinking and independent reasoning among students. These tasks allow learners to explore different perspectives and apply linguistic knowledge in real-life communicative contexts. As a result, students not only improve their language skills but also develop critical thinking abilities.

In addition, working with texts and communicative assignments contributes to the development of speech culture by teaching students to follow literary language norms, use expressive language means, and maintain coherence in communication.

Thus, integrating educational tasks into native language lessons creates favorable conditions for developing both linguistic competence and communicative culture among students.

O. Rozikov's "scientific and pedagogical research analyzed the educational task alongside the educational material. According to him, "The educational task is a modified form of educational material according to the needs of teaching and learning." In this history, a number of features of educational tasks are noted. They are characterized by a) the ability to build them according to educational needs; b) the possibility of building and reconstructing them; c) being a form of educational material; d) complementing each other; e) compliance with the requirements of studying and improving knowledge and methods of activity; f) satisfying the needs of reading and learning in educational conditions".

"Tasks record the experience accumulated by mankind, while at the same time renewing and further enriching material and spiritual wealth. They are used by all professions." Ya.A. Ponomaryov analyzed the concept of "task" in the "subject and object" system. He explains the origin of the problematic situation from the existence of the system itself, the "subject and object" system. The scientist sees the concept of "task" in the context of a "problematic situation," using the terms "a situation that forms knowledge, a situation that stimulates knowledge, a situation that clarifies knowledge. The term "task" is a rich

and broad concept, and it is an alternative to the term "task". Task is a noun formed from the verb "task" (task) with the suffix "-iq", and is used in the social, scientific, and educational fields. "Task" in a broad sense also denotes some objective reality to determine the subject. Consequently, just as we imagine and analyze it as things and phenomena around us, we can structure it, change its specific (conditions), give it its own characteristics, and observe its movement. This type of imagination allows us to note the following types of "task".

Social tasks are tasks aimed at further developing the material basis of society, further improving material production. All professionals set and fulfill such tasks. By setting and solving them purposefully, society is developed. Social tasks are studied at the level of society.

1. Tasks set in the field of science. Such tasks are set for themselves by scientists and carried out by them. They are considered scientific problems. By seeking answers to questions posed in the form of problems, science and its use in practical activities are further improved.

2. Tasks used in educational settings. These are tasks that are used in all subjects and serve educational purposes. We understand "educational tasks" to be tasks that are applied to teaching and learning processes and are aimed at developing the human personality by forming students' knowledge, skills, qualifications, creative experience, attitude to phenomena of nature, society, and consciousness.

The term educational task is a general, meaningful, multifaceted category used in the field of psychology, didactics, and methodological sciences. It is used at all levels of education (preschool education, primary education, general secondary education, college, etc.), at all stages of learning (teaching and consolidating educational material, repeating and forming skills, generalizing knowledge and skills, monitoring educational results, etc.). Taking into account what educational tasks are intended for (learned knowledge and thinking), we will study them by dividing them into two groups. Tasks intended for recall (memory) and tasks related to creativity (thinking).

5. Conclusion

The study demonstrates that the development of pragmatic competence among 6th-grade students is closely connected with the formation of speech culture through educational tasks. The use of heuristic assignments, text analysis, and communicative exercises significantly improves students' speaking abilities, vocabulary, and logical thinking.

Educational tasks provide opportunities for active learning and encourage students to apply linguistic knowledge in practical communication. As a result, students develop the ability to express ideas clearly, follow communication norms, and participate effectively in dialogues.

Therefore, the systematic use of educational tasks in native language lessons should be considered an important pedagogical strategy for improving students' pragmatic competence and speech culture.

Therefore, the development of pragmatic competencies of 6th grade students through educational tasks, including texts, subtext questions, project work, and reading works of art assigned for independent study, develops their communication competence, teaches them to understand the idea behind algorithmic and non-standard tasks, and to think creatively when solving speech situations.

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