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METHODOLOGY OF TEACHING SYNONYMS AND ITS NSIGNIFICANCE IN DEVELOPING STUDENTS' SPEECH COMPETENCE

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Abstract: This article analyzes the role of synonyms in the Uzbek language, their linguistic characteristics, and the methodology of teaching them in the educational process. The issues of expanding students' vocabulary, developing speech culture, and forming communicative competence through teaching synonyms are highlighted. The effectiveness of modern pedagogical technologies and interactive methods used in teaching synonyms is also shown.

Keywords: synonym, synonymy, lexicology, speech culture, communicative competence, vocabulary, mother tongue education, methodology.

One of the main goals of native language education is to develop fluent, clear and effective speech skills in students. The richness and content of speech depends on the effective use of the lexical capabilities of the language. In this regard, synonyms are of great importance. Synonyms are words that are close in meaning, but differ in pronunciation and spelling, which provide stylistic richness of speech. In linguistics, the phenomenon of synonymy is one of the important issues of lexicology. The study of synonyms is of not only theoretical but also practical importance. Because the more correctly a student uses synonyms, the more his ability to express his thoughts expands. Synonyms are a group of words with a common meaning, which differ in their subtleties of meaning, stylistic features and emotional-expressive coloring. For example: beautiful - beautiful - handsome; brave - brave - fearless; happy – joyful – satisfied. Although these words express the same concept, their usage and stylistic functions are different. Synonyms in the Uzbek language are divided into the following types:

1. Meaning synonyms: Words that express the same concept, but differ in the level of meaning. Example: big - huge - huge.
2. Stylistic synonyms: Synonyms that differ in the style of speech. Example: face - face - beauty.
3. Emotional-expressive synonyms: Synonyms that express the strength of emotional impact. Example: cry - howl - howl.
4. Contextual synonyms: Words that enter into a synonymic relationship only in a certain text or speech situation.

The main goal of teaching synonyms is to increase the active vocabulary of students and develop their speech competence. Its main tasks are: Forming the concept of synonyms; developing the skill of identifying synonymous lines; teaching to distinguish subtleties of meaning; forming the skill of using synonyms appropriately in speech; reducing repeated words; developing stylistic literacy. Methods of teaching synonyms:

1. Explanatory method. Through this method, the teacher explains the theoretical essence of synonyms using examples. Students understand the common and different aspects of synonyms. For example: big - huge - huge. Although these synonyms have a common meaning, they differ in the degree of reinforcement.

2. Comparison method. The comparison method develops students' analytical thinking. For example: laugh - smile - grin. Although the meaning of these words is close, their emotional coloring is not the same.

As a result of systematic teaching of synonyms, students' vocabulary increases, speech knnbecomes fluent, and methodological literacy develops. The use of interactive methods increases students' activity in the lesson and helps to consolidate knowledge. Analyses show that teaching synonyms based on text gives more effective results than working on individual words. Because the student sees the role of synonyms in real speech.

Teaching synonyms is an important component of native language education. They serve as an important tool for developing students' speech competence, expanding their vocabulary, and forming the ability to effectively express their thoughts. Lessons organized on the basis of modern pedagogical technologies allow for the effective mastery of synonyms. Therefore, special attention should be paid to teaching synonyms in native language education.

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