

METHODS OF SPEECH DEVELOPMENT OF PRIMARY CLASS STUDENTS

Dilshoda Mamatraimova

Teacher of Termiz State Pedagogical Institute

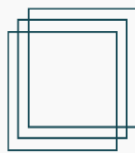
Abstract:

The article provides a number of tips for speech development in the concept of speech development, grade mother tongue and reading literacy classes.

Keywords: speech, speech development, word, pictures, conversation, method, text, thought.

The first grade comes with developed speech at a level appropriate for his age. But this speech is typical of the colloquial-domestic style, the influence of the dialect is known, there are many different pronunciation mistakes. His speech is similar to literary pronunciation from lesson to lesson, from class to class. In general, a person does not stop growing from birth to adulthood, to be more precise, until the end of his life: his speech becomes richer. School mother tongue education equips the student with knowledge of pronunciation and spelling rules, morphology and syntax that will apply throughout his life[1]. He will have the ability to control the correctness of his speech, which will improve even after school. The development of speech, reading and literacy preparation process, which is considered one of the important factors in a child's good studies at school, is recommended through interesting methods, interesting pictures, live conversations, logical games. Logical games - teach the child to form sentences grammatically correctly, to hear speech sounds clearly, to master printed letters, to read words in syllables, when forming a child's speech[2]. After reading the fairy tales or stories in the textbook expressively, you should discuss the events of the work together and encourage them to evaluate the good and bad aspects of the actions of the characters. One of the effective ways is to offer the child to retell the fairy tale (story). it is necessary to pay special attention to the detailed and fluent narration of the events, to give clear and complete answers to the questions[3]. The correct use of the methodical guidebook for teachers of mother tongue and reading literacy classes also gives good results in developing students' speech. , creating a story, reciting poems together are also included[5].

In the book "Development of Speech, Reading and Literacy" in the development of children's speech, ask various questions based on pictures, build conversations, make up stories by talking about pictures, read poems together, say different fasts. , methods of memorizing riddles and proverbs are presented[4]. The correct use of these methods depends on the teacher and educator, who is a master of his profession. can you earn it or do you have the inclination and motivation for it? Because teaching is not a profession."



In conclusion, in the development of speech of elementary school students, taking into account the fact that children of this age watch cartoons, listen to children's songs with their ears, teach them to sing the poems and songs presented in the textbook in a musical way. It is necessary. It is not only a music teacher, but every teacher should know how to play a musical instrument. For this purpose, I am also learning to play a dutor instrument[6].

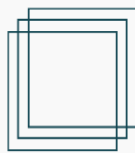
I recommend the use of the "My Favorite Book" technology for students in the elementary mother tongue and reading literacy classes. In this technology, the teacher distributes booklets consisting of white pages of the same shape to the students. In this booklet, a student writes the names of the fairy tales he likes, read and heard, and the heroes of the fairy tales. They also draw pictures of these heroes with colored pencils, it can be a rabbit[7]. Then each student goes to the blackboard and introduces his favorite book to everyone. As a result of using this technology, students' speech grows, they speak fluently and learn independent thinking. they learn The above-mentioned educational games serve to increase the activity of students in the lesson, facilitate and strengthen the process of acquiring knowledge, and make every activity focused on speech development interesting[8].

The idea of liberating our society finds its expression directly in the educational process, it is provided on the basis of its new organization and content change, more humanization, socialization and democratization[9].

As President Shavkat Mirziyoyev noted, "We have great ancestors who are worthy of envy. We have immeasurable riches to covet. And I believe that if we are lucky, we will have a great future, a great literature and art that is worthy of envy.

Speech training is a methodical concept, an influence on the student's speech with the aim of changing it qualitatively and quantitatively, it is a methodical measure taken in this way. Usually, theoretical knowledge is studied, reinforced and repeated in mother tongue classes of elementary grades. Undoubtedly, theoretical knowledge affects the student's mind, motivates him to mental activity, ensures the correctness of speech through awareness[10]. The student's level of speech becomes free of various errors from lesson to lesson. It would be correct to call it "polishing" rather than "growth of a speech that has reached a certain level".

The child comes to the 1st grade with a certain level of developed speech. If the studied theoretical knowledge serves only to "tune" the child's speech, the quantitative and qualitative changes expected from mother tongue lessons will not be fully realized[18]. For example, spelling rules based on awareness of the word and provides an understanding of the correct pronunciation and writing of adverbs, guides the process of formation of skills and competences through long practice, ensures literacy in the volume of acquired words[11]. It is clear that theoretical knowledge does not change students' speech in terms of quantity and quality, but helps to make it correct in all aspects. In such a situation, the growth of speech is understood as relative, because the educational process is characterized by the correctness of speech, the elimination of



errors. In some sources, the process of enriching students' speech with new words, grammatical devices, and syntactic devices is explained as speech development, as well as work on the skills and competencies of coherent expression of thought, as well as learning the communicative aspect of speech. speech development is emphasized[12]. The definitions and explanations given unilaterally in the above way do not fully reveal the problems and directions of speech development. Summarizing these thoughts, the interpretations in the dissertation can be expressed in the following three directions:

- 1) ensures correctness of speech, dynamics of speech development;
- 2) enriches students' speech with new words, new meanings of words, grammatical tools that are not used in their speech;
- 3) teaches intonation aspects of communicative speech as the main factor of fluent, expressive speech.

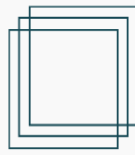
In my dissertation work, the problems associated with each of these cases were considered in detail. For example, ensuring the correctness of speech, as mentioned above[13], It is not a direct training of speech, but it expresses the task of preparing students for the process of speaking, communicating with him, expressing their thoughts in a way that is understandable for the listener.

Theoretical knowledge, skills and competencies acquired in connection with this knowledge serve to develop speech at different levels and in different time scales. Their effect is not the same[17]. The problem is that if one helps the correctness of speech development today, the other will work in the future. If one has less support, the other has more[14]. The teacher should also be clear that exercises designed to develop theoretical knowledge, skills and abilities prepare students for speaking exercises, but do not directly replace them.

In some cases, in the process of strengthening theoretical knowledge, students are required to give examples with words and sentences related to the topic. At this time, reproductive speech activity is shown. The process of pronouncing and memorizing words, word forms, and sentences approaches the process of using them in speech[15]. Accordingly, it can be said that reproductive exercises also represent the stage of preparation for the development of students' speech.

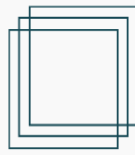
It is necessary to organize productive (productive) speech exercises in order to introduce and activate words, word forms, and types of sentences[16].

It is useful to create a cluster based on such new (unfamiliar) words learned in the previous lessons, prepare nested word lists, organize various didactic games. With the cluster method, the work of combining words around one concept is carried out.



REFERENCES:

1. Mukhtarova L.A. Ways of formation of ecological culture in children of primary age // AJMR:Asian Journal of Multidimensional Research Journal. Vol 10, Issue 4, April, 2021. - Pp 648-652. (Impact Factor 7.699).
2. Мухтарова, Л. А. (2017). BOSHLANG'ICH SINFLARDA RIVOJLANTIRUVCHI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.
3. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA 'LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNII. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
4. Mukhtarova, L. A. (2021). THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. Oriental renaissance: Innovative, educational, natural and social sciences, 1(10), 792-797.
5. Abdimannabovna, M. L. (2022). Opportunities for an Interdisciplinary Integrated Approach to Improving the Culture of Environmental Safety. Eurasian Scientific Herald, 7, 7-12.
6. Mukhtarova Lobar Abdimannabovna. (2021). POSSIBILITIES OF AN INTEGRATIVE APPROACH TO THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. European Scholar Journal, 2(11), 43-44.
7. Abdimannabovna, M. L. (2021). Formation of the Ecological Culture of Schoolchildren in the Study of Natural Science. International Journal of Innovative Analyses and Emerging Technology, 1(6), 73-76.
8. Мухтарова, Л. А. (2018). Развитие И Формирования Критического Мышления У Школьников Начальных Классов. Гуманитарный трактат, (24), 13-14.
9. Haydarova, M. (2019). MODEL AND PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS CONDUCIVE TO THE FORMATION OF MANAGERIAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS. European Journal of Research and Reflection in Educational Sciences Vol, 7(11), 90-93.
10. XABIBULLAYEVNA, X. M. (2022, June). THE NEED TO TEACH THE SUBJECT OF EDUCATION IN PRIMARY SCHOOL. In Conference Zone (pp. 97-98).
11. XABIBULLAYEVNA, X. M. (2022, June). THEORETICAL BASES OF PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR TEACHING THE SUBJECT OF EDUCATION. In Conference Zone (pp. 95-96).
12. Xaydarova, S. (2023). THE INTRODUCTION OF PSYCHOLOGICAL CHARACTERISTICS OF OVERCOMING THE AGGRESSIVENESS OF THE INDIVIDUAL. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 3(5), 148-156.
13. Хайдарова, С. С., & Очилова, Ш. (2023). ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРЕОДОЛЕНИЯ ЛИЧНОСТНОЙ АГРЕССИИ. PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI, 2(2), 73-75.



14. Djumayeva, M. (2023). BOSHLANGICH SINFLARDA TABBIY FANLARGA OID KO 'NIKMALARNI SHAKLLANTIRISH. Interpretation and researches, 1(1).
15. Djumaeva, M. (2023). SPECIFIC HISTORICAL GEOGRAPHY OF THE FACTORS OF INTELLECTUAL DEVELOPMENT IN THE EAST. Science and innovation, 2(C3), 22-26.
16. Khimmataliev, D. O., Olmov, K. T., Abdullaeva, R. M., Ergashev, B. B., & Chulponova, K. T. (2021). Mechanisms of professional competence development in future teachers based on pedagogical and technical knowledge. Annals of the Romanian Society for Cell Biology, 2950-2958.
17. Абдуллаева, Р. (2019). Лидерлик ва раҳбарлик сифатларининг боғлиқлик жиҳатлари. Янгиланаётган жамиятда ёшларнинг ижтимоий фаоллиги: муаммо ва ечимлар. Республика илмий-амалий конференцияси мақолалар тўплам, 255-256.
18. Абдуллаева, Р. (2022). ТАЪЛИМДА ТАЛАБАНING ИНДИВИДУАЛ ХУСУСИЯТЛАРИНИ ҲИСОБГА ОЛИШНИНГ АҲАМИЯТИ. Архив научных исследований, 2(1).