



WAYS AND MEANS OF DEVELOPING ORAL SPEECH IN PRIMARY SCHOOL STUDENTS

Sadriddinova Zulfiyaxon

Kokand State Pedagogical Institute Direction of Education and the Theory and Methods of Education (Primary Education), 1-Year Master

Annotation

Students and speech therapists are responsible for correcting speech defects in elementary school students. In order to identify pronunciation defects, it is necessary to examine the child's speech, to study the causes of speech disorders. To do this, each child completes a speech checklist to determine which sounds are being pronounced correctly or incorrectly. Speech development - teaching conscious reading, speaking and writing, imparting knowledge about the language appropriate to the age and understanding of students, increasing their vocabulary, developing attention and interest in the speech of others, the book aims to awaken a love of reading.

Keywords: Language, speech, education, upbringing, development, speech intellect, memory, imagination, purpose, task, vocabulary, related speech, sound side of speech, grammatical side of speech, fiction, pedagogical principles: what how much you need to teach.

Introduction

In our Republic, which is boldly pursuing the path of independent development and striving to build a democratic society based on the rule of law, a society is being built to ensure the free and prosperous life of everyone, and all opportunities are being created for young people to be educated. In particular, the implementation of the National Program of Personnel Training clearly demonstrates that the mother tongue is the main subject of study at all stages of the education system, the need for correct, expressive, orderly and creative thinking in the mother tongue. A.Karimov said: "requires new thinking and modern experts".

Main Part

Speech has two forms - oral and written. Although they are inextricably linked, each has its own characteristics. In oral speech, sounds are received through the auditory organs when words are pronounced through speech. Therefore, in



developing students' oral speech, we must first identify the causes of the deficiencies in their speech and find ways to overcome it. A student who does not know how to speak beautifully, be literate, write correctly, express his or her thoughts fluently and clearly, will not be able to master knowledge successfully. When everyone's speech is beautiful, perfect, their pronunciation is clear and fluent, their range of thinking is wide, and their comprehension is deep. Through speech, human beings also express their inner feelings, and speech cannot be fully developed or formed in the same way in all human beings. Some children not only mispronounce sounds but also cannot distinguish them from each other. Such deficiencies in speech create significant difficulties for children in mastering the lessons. In such cases, speech therapists need the help of training. In the first period of teaching oral speech, dactiology (hand alphabet) is used. This only serves as an auxiliary tool as children pronounce and assimilate sounds. In the primary / secondary class, the leading role of all classes in mother tongue classes is speech development, which includes the tasks of teaching literacy, developing fine writing skills and expanding the scope of thinking. In these lessons, it is necessary to pursue more practical goals, to develop the skills of using language resources in speech, to think creatively, to cultivate students' language sensitivity. Regularly nurturing their oral speech will provide practical help in related speech, text composition. It is known that the variety of ways to perform these tasks practical lessons to teach Lessons do in stories, fairy tales, poems and articles have read or heard the words that are unfamiliar to be explained. For example, "Who is sensitive", "What is this", "Say your name" games³. These types of exercises are conducted to test and reinforce the extent to which students have mastered a new letter after it has been taught. The teacher types the letters on the board in a specific order, and after reading them, the students take turns teaches. The letters are then swapped out without the children noticing. At the same time, students' sensitivity and resourcefulness are assessed and encouraged. Thus, in every lesson, no matter what subject it is, our first task is to ensure that students read consciously, fluently, correctly and expressively, and to strive to improve their speech. These activities help students to demonstrate, analyze, and consolidate the knowledge they have acquired throughout the year, develop oral speech, and develop the ability to remember. It is well known that speech is related to thinking, so it is an integral link with thinking. grown without lic. Logical methods such as analysis, synthesis, comparison, generalization are used in order for students to consciously



understand the work read in the lesson, to understand the main content, the idea. Different working methods are used in the analysis of the read work. Children tell the main characters in the story, under the guidance of the teacher make a schematic plan of the work (knot, culmination, solution). For example, in U.Usmanov's story "The Sparrow Child" the children say Babakhan, the sparrow child, Talat as a participant ; In the fairy tale "Nickname dog" tells the participants: nickname dog, goat, cat, rooster, hawk. Students can name the participants in different order. However, the teacher asks them to say them in the order in which they participated in the play. As a result, a story table is created under the guidance of the teacher. With the help of the teacher's question, the children noticed that Babakhan grabbed the sparrow from the wheat field, tortured him, saw his friend Talat on the street, Talat was upset by Babakhan's work , gave the sparrow a red pen and switched to eraser and they say that he flew away (rescued), while Baba Khan was stunned by his shame. The content of the story is thus defined. Thus, the first acquaintance with the content of the story requires students to work consciously, that is, to analyze the events, the composition of the participants. Such logical work to be done in connection with reading is gradually becoming more complex. One of the tools for developing students 'speech in elementary school reading lessons is well- organized retelling. There are types of full, abbreviated, selective, and creative retelling in the school experience . For primary school students, it is much easier to retell a text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should focus the students on thinking about the details of the story, the cause and effect of the connection between individual events. Individuals involved in the development of the plot of the work, their behavior plays a key role. Children understand the content of the work through the analysis of the participants and their behavior, characteristics. The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place , the coherent narrative, and the interrelationship. Read the content of the work students told the teacher in question not only the analysis, synthesis: the synthesis of some of the links (the facts), compared to each other, they operate on the discussion and conclusions. Often, elementary school students do not fully understand the content of a work as a result of misunderstanding, sometimes misunderstanding, or superficial understanding of the behavior of the participants . That is why the teacher should be very thoughtful in asking the



question, which makes the child think, think, discuss the behavior of the participants, the connection of events, compare them, help to identify the pros and cons. should be. The more clearly the reader can visualize the behavior of the participants in the play, the more deeply he understands the main content of the story, the more independently he retells the story. Consistently retelling the content of the read work helps to make his plan. When planning, the reader divides the story into components and identifies the main idea of each part. All of this is analytical work. Then move on to the synthetic work, i.e. the children find the title to the parts of the story. Students think about what the primary and secondary issues are in each part of the story read during the teacher-led planning process, and how to express the idea briefly and clearly. Working on finding a title, discussing the title as a group by students, the planning process itself should activate the child's thinking ability, to develop the habit of proving their reasoning. A plan drawn up in the process of reading and analyzing a work helps to consistently retell the content of the story if it is written on the board. The task of storytelling based on a plan is to master the content in a given sequence. Plan-based retelling is an insidiously independent form of telling the content of a work rather than answering a teacher's question. The next step in mastering the content of the work read is a short story. For the short story is selected simple works, the content of which is divided into 2-3 parts, these sections are clearly distinguished. Teaching short storytelling is organized as follows: the teacher reads the pre-determined first part of the story, and together with the students, the most important, key idea is identified. In doing so, students sometimes use words from the play. If this makes it difficult for students, they can state the main idea of the section in their own words. Students then determine with the teacher what they should not talk about in the short story, which are secondary or less important ideas. Similar work is done on other parts of the work, and students shorten and retell the work. Students are taught to shorten the story from the 3rd grade. Selective storytelling is also one of the tools to develop children's thinking and speech. In selective storytelling, the reader:

- 1) consciously distinguishes a part of the read text, its boundaries;
- 2) tells only one story from the story;
- 3) tells the content of the story in the direction of only one plot.

The methodological methods that are widely used in primary school explanatory reading lessons help children to develop selective retelling skills:

- 1) narration based on a picture drawn on the part of the story;



Story 2) the story of a scene in the picture;

3) answer questions that require selective retelling. The reader selectively analyzes the text read as he or she prepares for the story. Such an analysis develops children's thinking, their independence in speech, and helps them master the content of the text being read.

Creative work related to reading the story also develops students' speech and thinking. These are: 1) creative retelling; 2) staging; 3) drawing on the read work ; to continue the story.

1. In a creative retelling, the story is told by either changing the context or form of the story being read, or by filling the story with new episodes.

2. In staging or staging, students transform the read story into a staged one. To do this, they think about the script for the story, the costume, the gestures of the participants , turn the monologue into a dialogic speech (this is the most important work in terms of language teaching).

3. When drawing on a story to be read, the student chooses a picture from the pictures drawn by the artists according to the content of the work read or draws a picture himself. If the student is not able to draw a picture well, he / she verbally describes the picture he / she wants to draw, i.e. draws a picture with words.

4. The method of continuing the story read is widely used in school practice. This method is used in works where the content of the story allows it to continue.

Conclusion

It can be said that in speech development classes, especially, children pay great attention to reading and narrating works of art. Teaching and staging works of art to retell stories , memorizing poetry, places great skill and responsibility on the teacher. If the content of the work of art is bright expressed by the author , in which participants' speeches (speeches) delivered to the children expressive, meaningful, it is the development of children's emotions, feelings, characters, events will long remember, to preserve a dictionary has a positive effect on the enrichment and grammatically correct formation of speech. Children can easily answer the teacher's questions about the work, repeat some words, sentences, describe the pros and cons of the protagonists, try to imitate the teacher and imitate their voice.



REFERENCES:

1. Karimov IA "Harmoniously developed generation - the basis of development of Uzbekistan ", T., 1998.
2. Karimov IA Uzbekistan on the threshold of the XXI century: threats to security, conditions of stability and guarantees of development. Tashkent. Uzbekistan. 1997.
3. Educational development. Primary Education, Sharq, 1999, Special Issue 7.
4. Kasimova K. Methods of teaching the native language in primary school. - Tashkent: Teacher. 1985.
5. DTS in the new edition - 2005. Journal of Primary Education, No. 5.
6. Sh.Rahmatullayev , A.Khojiyev. Spelling dictionary of the Uzbek language, 1995
7. Y.Abdullayev . My companion is Tashkent. 1996.
8. Abdullaeva K and others. Literacy lessons.T. , " Teacher." 1996.
9. Abdullaeva Q. Rakhmonbekova S. In the 2nd grade. Reading lessons. (Teacher's book.) Tashkent. Teacher, 2004.
- 10 . Abdullaeva Q. and others. Reading book. 2nd grade Tashkent. Uzbekistan, 2003.
11. Gafforova T., Shodmonov E., Eshturdieva G. «Alphabet» - («Savod»); "Mother tongue", T., "Teacher", 1999.
- 12 . Gafforova T. Gulomova X. 1st grade reading lessons (Teacher's book.) Tashkent. East. 2003.
- 13 . Shojalilov A. and others. "Reading book" , " Teacher", 2004.
14. Umarova M. "Reading book" for 3rd grade. T., "Teacher", 2003.