

# The role of poetry in the development of oral speech in children

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**Abstract** . At present, knowledge of a foreign language is of great importance for any person, since intercultural relations have taken an important place in almost all spheres of human activity. Therefore, many schools provide intensive training in this subject. At the same time, there are a number of problems that are difficult to solve with a very small number of hours.

**Key words** : Poem, oral speech, teaching children

**Introduction** . So, for example, it is practically impossible to teach children foreign language communicative competence in two hours a week, but this is the main goal of teaching a foreign language. The practical goal of teaching a foreign language at school is usually defined as teaching communication in a foreign language, and it is assumed that the basis for practical knowledge of a foreign language is being laid for further "specialized learning "

**Main part.** However, it is necessary to clarify the main goals of teaching a foreign language in various activities:

- 1) in speaking: to teach children to talk about a fact, explain a particular concept, approve a proposal, agree with a statement, condemn or disagree with a speech partner, and also be able to defend their point of view in the communication process;
- 2) in a letter: to form the ability to correctly and quickly write a text by ear, make notes of a foreign text, highlight the main idea, write a letter, a plan;
- 3) in reading: to teach children to read aloud intonation correctly, to read to themselves with an understanding of the general content, individual details and the ability to operate with the text;
- 4) in listening : to form the skills of understanding the listened text and responding to it, as well as the skills of understanding the spontaneous speech of the teacher or classmates;
- 5) in translation: to teach children to act as an interpreter in a domestic situation.

But these learning goals are final, that is, high school students or school graduates should have these foreign language skills, so the primary school teacher sets himself specific tasks that gradually lead students to the main goals of learning a foreign language.

In this regard, the teacher must, at his own discretion, plan the educational and cognitive activities of children in the classroom, but without going beyond the program provided for his subject. The teacher is not limited in the choice of various forms of work, which involve both the independent activity of students in the search for information and its processing, and traditional forms of work, which in themselves should not be a priority, but, on the contrary, be used in combination to achieve the main goal. teaching foreign languages - developing the skills of foreign language communicative competence.

Based on this, it should be noted that the main thing is to interest students, instill in them love for their subject and maintain it throughout all the years of its study, especially at the initial stage of education. It is on this that the success of children in mastering a foreign language depends. To achieve the goals of teaching foreign languages, improving the level of education of students and their erudition, developing intelligence, the use of songs, poetry and drama in a foreign language in the lessons is of great importance. This is due to the emotional perception of students of educational material, which can increase the efficiency of achieving the main goals of teaching a foreign language.

It is known that the memorability of the material increases if it is presented in poetic form. A teacher of a foreign language, who in his work always relies on the memory of the student, develops it, of course, cannot but use verses as an auxiliary tool for memorizing both lexical units and grammatical structures. At the initial stage of learning, various rhymes are often used, which serve as memory props.

The use of poetry is one of the most effective means of mastering a foreign language. When reading a poem, the student sees the conscious use of vocabulary to convey the author's thoughts and gets acquainted with the various functions of the language in communication. A foreign language, like a native language, performs all four functions: it serves as a means of cognition, is the guardian of national culture, is a means of communication and expression of attitude to the world, acts as a tool for development and education.

Poetry can be used as an example of modern authentic colloquial and literary speech to achieve the main goals of education and to develop the creative abilities of students. The effectiveness of using poetry samples largely depends on the properly organized sequence of working with them and the choice of exercises that stimulate the mental activity of students and contribute to the development of their motivation. Since the purpose of teaching a foreign language is not only the acquisition of knowledge, the formation of schoolchildren's skills and abilities, but also their assimilation of information of a country-specific and cultural-aesthetic nature, knowledge of the values of another national culture for them, the question of the cultural component undoubtedly arises when determining the content of education. This component includes certain knowledge (linguistic and cultural), as well as skills and abilities (verbal and non-verbal behavior). When selecting the content of the national-cultural component, out of the whole variety of linguo-cultural material, one singles out what has pedagogical value, which can contribute not only to teaching communication in a foreign language, but also to familiarization with the culture of the country of this language.

Thus, the study of culture in the learning process makes a significant contribution to the upbringing of the younger generation. The subject "foreign language" occupies a special place in this case. He not only introduces the culture of the countries of the language being studied, but through comparison sets off the features of his national culture, introduces universal values. In other words, it contributes to the education of schoolchildren in the context of the "dialogue of cultures".

The involvement of cultural materials dramatically increases the motivation for learning, which is extremely important, since learning without motivation is ineffective. According to the research of psychologists A.K. Markova and A.B. Orlov, the motivational sphere has several aspects in its composition - a number of motives: ideals and value orientations, needs and cognitive interests. Introduction to the materials of cultures contributes to the awakening of cognitive motivation, that is, schoolchildren not only master the program material, but also get acquainted with unknown facts of culture, which undoubtedly arouses their interest. Therefore, the learning process, taking into account the interests of schoolchildren, becomes especially effective.

And speaking about the use of poems in English lessons, it should be noted that such activities allow students to get acquainted with English poetry, culture and customs of the country of the language being studied, which is always attractive to students. First of all, this is due to the implementation of the regional approach, which often becomes an obstacle for the student in the absence of any interesting forms of work, since children are bored just memorizing some data. However, the transfer of regional knowledge is one of the priority areas in teaching a foreign language, because the contacts of Russian schoolchildren with their foreign peers are expanding, which is associated with the development of interethnic relations in all countries of the world. It is to ensure the adequacy of communication with foreigners that students must acquire certain information about the peculiarities of the life and life of the French, that is, to get acquainted in general terms with the life of people in England ..

In addition to regional information, work with poems by French authors makes it possible to expand the vocabulary of students; consolidate and introduce lexical and grammatical

materials; helps to solve educational problems; contributes to the development of language memory and hearing of students. Of particular interest is the achievement of these goals in elementary school. It is very important that children from the very beginning of learning English hear the correct patterns of pronunciation, as well as the formation of thoughts in terms of grammar. Based on the learned poems, the child will make fewer mistakes in the learning process and will have a good vocabulary.

From all that has been said, it follows that, while maintaining interest in language as a means of communication, it is necessary to develop interest in it as a carrier of a peculiar culture. And important assistance in this regard can be provided by the use of the cultural and spiritual heritage of the country of the language being studied. And, of course, these may be the best examples of poetic creativity in the language being studied as its content component. The poetic genre, due to the presence of a verbal text, is able to accurately and figuratively reflect the aspects of the social life of the people of the country of the language being studied. Of particular difficulty, however, is the use of poems for primary school age, which implies a teacher's creative approach to processing the material.

### **1.2 Poems as a motivational factor and a means of achieving the main learning goals**

The democratization and humanization of the secondary school, carried out in our country, requires with all urgency to update the process of educating students. One of the leading principles is the principle of cultural conformity, which suggests that education is based on universal human values, is built in accordance with the values and norms of national culture and regional traditions that do not contradict universal human values.

Fiction is an important part of the culture of the people - the native speaker. This is a special form of knowledge of the world, the place of man in this world.

Fiction plays a special role among the sources of cultural information. A way of comprehending the reality embedded in fiction, offers methods for the realization of beliefs and life values, is a stimulus for thinking and behavior, covers reality most fully, comprehensively and emotionally. It is especially important to use fiction to illustrate the traditions, customs, lifestyle of the people of the language being studied. Fiction as a source of regional information contributes to the expansion and deepening of background knowledge, which ultimately encourages the reading of works and their better understanding.

Acquaintance with the best examples of foreign poetry contributes to the comprehensive holistic development of the student's personality, improving his culture at the same time as improving foreign language skills and abilities.

The essential characteristics of the study of poetry are: personal orientation, that is, all content is built in such a way as to create opportunities for identifying the individual inclinations and creative uniqueness of a teenager; openness, which means that teaching foreign poetry is not a self-sufficient closed system. The student should always see the prospect of a deeper knowledge of the literature of the target language at all levels (content, stylistic, etc.); irregularity, which means the possibility of making the necessary changes to the course, depending on the level of competence of students, as well as passions, artistic taste, and methodological views of the teacher himself.

Acquaintance with foreign poetry does not lead to a simple accumulation of knowledge, but to the comprehension of the spirit, culture, psychology, way of thinking of the people, and this is an important cultural significance.

In general, the study of foreign poetry forms students' ability to participate in the dialogue of cultures. This implies a certain level of formation of all types of competence: communicative, linguistic and cultural, general educational.

So the formation of communicative competence consists in the ability to understand and generate foreign language statements precisely on the basis of and in connection with the content and form of the poem in different situations of communication (conversation, discussion, exchange of opinions, etc.).

Linguistic and regional orientation consists of the relevant background knowledge (that is, knowledge that is potentially present in the minds of the people, without which acquaintance with the artistic culture of the country of the language being studied would be impossible, as well as the possession of the relevant language units with national-cultural semantics characteristic of this national culture).

General educational competence presupposes the student's possession of the skills of intellectual cooperation with a book, another person, group, team, as well as the possession of mental operations for the analysis, synthesis and creative rethinking of artistic information.

By studying foreign poetry in the original, one can learn what one cannot adequately and timely understand in one's native language; as a guardian of another culture, a foreign language provides an invaluable service to the native language and culture, since it reveals another world and makes a person twice a person; as an educational tool, a foreign language is in a certain respect indispensable: without it, it is impossible to cultivate respect for other peoples just as effectively.

Therefore, the study of poetry is the formation of a person by entering a culture; through its appropriation, he becomes its subject. And the product of the study of poetry is what a person acquired, appropriated as a result of knowledge, development, education and teaching.

The study of foreign, in particular French poetry, in the process of teaching foreign languages both in the classroom and in extracurricular activities, gives students the opportunity to take a different look at the problems of their peers in the country of the language being studied, to get acquainted with the peculiarities of culture, to understand the national-specific features of culture, understand the national-specific features in the mentality of the people, compare the lifestyle, customs and customs of their own country and the country of the language being studied.

Reading French poetry provides an opportunity to compare and identify one's actions with the actions of the characters, expands the students' understanding of the world around them and their own place in this world, has an impact on their emotional sphere, awakens a sense of belonging and empathy. In addition to short poems, small tales in poetic form can also play this role (Appendix 1).

Possessing a sufficient level of foreign language proficiency, elementary school students are able to appreciate the merits of literary works in a foreign language, find an answer to the questions of life that concern them, indirectly realizing their need for communication. Although this process takes place at a rather primitive level, children learn to act and evaluate the actions of others in terms of right and wrong, according to the model given in a literary work.

In the course of studying authentic foreign-language poems, students not only get acquainted with a certain problem in the context of a given topic, but also become involved in independent creative activity by extracting implicit information, comparing the author's style and the literary era by analogy and opposition, on the basis of which they draw a conclusion about the features national character and universal direction of the work and create original creative works.

Thus, learning to communicate in a foreign language in the true sense of the word implies the acquisition of sociocultural knowledge and skills. Without them, there is no practical mastery of the language.

We should dwell on the ingenious definition of the general educational value of teaching foreign languages, given by Academician L. V. Shcherba. He claims that learning a foreign language allows the learner to become aware of their thinking. For many years, this position was understood as the realization that certain thoughts can be framed in different ways. Without denying this provision, it can be supplemented. The student is aware of the peculiarities of the perception of the world by representatives of the native and studied languages, that is, both the linguistic and cognitive aspects of linguistic consciousness. The linguistic and regional approach allows the formation of regional competence, that is, the skills and abilities of an analytical approach to the study of foreign culture in comparison with the culture of one's own country. After all, the perception of culture always passes through the prism of one's own culture. Only having knowledge of the traditions, history, culture and social system of the country of the language being



studied, the listener can correctly interpret the speech and non-speech behavior of a native speaker. The student must have the ability to perceive and understand the oral text from the position of intercultural communication, for which he needs background knowledge.

To acquire background knowledge and form sociolinguistic and sociocultural competence on this basis, students should receive the necessary information about the country of the language being studied and its people. Therefore, the teacher should communicate them primarily in texts for reading and listening. Such texts can be foreign poems.

What background knowledge can we acquire by reading and listening to certain French poems? This is, for example, information about the country whose language is being studied, geographical location, climatic conditions, sights, and so on. To train the memory of students, you can invite them, for example, to correctly pronounce the names of islands, cities, countries taken from individual episodes of the poem. Such episodes can form the basis of teaching background knowledge in school. Before reading a pre-selected poem, it is necessary to prepare the required exercises; remove language difficulties, explain unfamiliar vocabulary, work out the pronunciation of new words.

Thus, using foreign poetry, we can improve the sociolinguistic and sociocultural competence of students, expand their background knowledge, instill respect and love for the culture of the language being studied.

In the text of the poem, as in any product of objective activity, there is a “program for its creation”, which means its comprehension (rethinking) in the process of use. In this case, the reader is seen as an active interpreter, an active partner of the author: he not only “extracts information” from the text of the poem, but also “introduces” his own understanding into the text .

It is necessary that the personality-oriented model of students' activity when working with a poem consists of three interrelated stages:

1. creation of a “waiting field” with the help of tasks preceding the reading of a poem (incentive-motivational phase).
2. “Dialogue” between the reader and the author in the process of reading the poem and performing the corresponding tasks (analytical-synthetic phase).
3. Personal “identification”, that is, comprehension of what has been read with the help of intensive further language and speech practice (productive phase)

Poems can be considered, on the one hand, as a sample of sounding foreign speech, reflecting the peculiarities of the life, culture and way of life of the people, on the other hand, as an effective way of teaching a foreign language. Thus, in order to develop the personality, it is necessary to use verses that provide students with motivation for learning.

### **Using Poems in Teaching Grammar**

The word grammar has many meanings. On the one hand, the word grammar is used in the meaning of “grammatical structure”, that is, the structure of a word and a sentence inherent in a given language, which a native speaker knows intuitively and which he comprehends and realizes in the process of schooling.

On the other hand, grammar is the theory of a given language, a section of linguistics, a generalization of our knowledge about the structure of a language.

Without mastery of grammar in the first sense of the word, there can be no verbal communication. A preschooler masters the grammatical structure in the process of reflecting reality. The formation and formulation of thought occurs on the basis of imitation of abundantly perceived speech samples.

Then the child masters grammar as a theory of language at school. This leads to the generalization and correction of learned intuitively, to the improvement of grammatical knowledge, skills and abilities.

So, to teach the grammar of a foreign language means to form grammatical mechanisms specific to a given language, and in such a way that the trainees simultaneously develop certain grammatical knowledge and skills.

This is where poetry can be of great help. Having met any new grammatical form, the student perceives it. And if the student has a need for a given grammatical form, then he tries to remember it, that is, the first action that he performs with a new grammatical phenomenon is perception. For a better perception of the grammatical form by the student, it is rational to use poems. For example, when studying reflexive verbs, you can use poems.

The question often arises: how to arouse in the student the need to remember, and then use this grammatical form in speech. Hence the rule: the student will know and use the grammatical form in speech if he knows for what purpose he does this. And the poem helps to realize this rule. With the help of a poem, the student clearly sees where, when and for what he can use this grammatical phenomenon (in our case, a description of his daily activities).

Having realized the grammatical form, the student will try to reproduce the speech pattern. Thus, the next important action that the student needs to perform is imitation. Here you can ask students to memorize the poem for better memorization of the grammatical form. It is logical to call such a task imitative.

The next step is substitution. The student independently substitutes different words (semantic verbs) into the same grammatical model. For example, we can invite students to continue the poem, where numbers from 1 to 12 are practiced.

The next action - reproduction - involves an independent product on the problem using this grammatical form. You can ask students to come up with a simple poem in the target language using a grammar model.

So, the use of poetry in teaching grammar provides a strong and automated possession of grammatical forms, as well as the active use of these forms in speech.

The main thing in the work of every teacher is the desire to ensure that the learning process turns from a monotonous mechanical reproduction of material into a creative search. This is facilitated by work on poems, songs, rhymes.

The poetic form of speech is an effective means of pedagogical influence on the inner world of the child, his thoughts and feelings, a means of speech development and aesthetic education.

The use of poetry in the lesson is one of the important reserves for increasing the motivation of students, including them in active work. Poems allow students to get acquainted with English poetry, culture and customs of the country of the language being studied, which always arouses great interest among students.

Brightness, imagery, fantasy in poems and songs for children arouse their interest in a foreign language. Learning poems is an active method of replenishing the vocabulary of children. The rhythmic and melodic pattern of poetry, clear rhyme and repetition of language units greatly facilitate and speed up the assimilation and consolidation of vocabulary, characteristic turns of speech, and grammatical structures. Poems, as one of the types of verbal communication, are a means of more solid assimilation and expansion of vocabulary, as they include new words and expressions. In poetry, already familiar vocabulary is found in a new contextual environment, which helps to activate it. By learning poetry, children more easily master the pronunciation side of speech, assimilate a foreign and rhythmic pattern of speech. Short poems and rhymes are effective for this. They are recommended to be used for phonetic exercises, language gymnastics.

Poems mainly reflect the phenomena of the surrounding world close and consonant with children, actions, deeds, assessments and meet the cognitive and speech needs of children. Therefore, their content has personal significance for children, and the language material of poetic works has a communicative value, as it is marked by speech.

**Conclusion.** When working on poetic song material, a number of requirements must be observed. For educational purposes, accessible works are selected. The language material of these works must meet the program requirements.

Memorizing poetry should not be an end in itself. It is necessary to achieve a complete understanding and comprehension of both the content and the linguistic embodiment of this content in poetry. It is necessary to ensure that the speech material from the verses then goes

directly into the speech of children, is used in their interpersonal communication. Therefore, poems should be a harmonious part of the overall plot of the lesson, correlated with the topics and situations of communication in the lesson and after school hours.

Thus, poems stimulate students to monologue and dialogic statements, serve as the basis for the development of speech-thinking activity of schoolchildren, and contribute to the development of both preparatory and non-preparatory speech.

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