

Some Considerations on Speech Development of Primary Class Students

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Annotation. One of the main tasks of a modern school is to prepare school graduates who can communicate freely, who understand listening and speaking in their place, who can evaluate the speech of others and, of course, their own. The article gives a detailed opinion on these issues.

Keywords: speech activities, listening comprehension, reading, speaking, writing.

The language field is closely related to education, as it is an important tool for acquiring and imparting knowledge. In this, to provide knowledge about the language; formation of speech skills based on acquired knowledge; turning the acquired skills into qualifications are important stages. The basis of speaking skills is the memory of words. Speech material in children accumulates from 1 year to 4-5 years based on words, sentences or ready-made texts in their memory. According to Professor R. Tolipova, "This material automatically appears in the child's speech in connection with a certain image or situation."

In the education of the mother tongue, it is envisaged to carry out appropriate exercises in oral and written form with the aim of forming speech skills in students in the types of speech activities such as listening, reading, speaking and writing. Such exercises should be conducted on the basis of practical materials. In practice, it is determined that by paying more attention to speech exercises compared to purely grammatical exercises, that is, by teaching children how to express their thoughts fluently, consistently, clearly, clearly and without mistakes, the existing skills will be turned into competence.

The knowledge and skills acquired from the mother tongue serve to develop speech and speech culture in students. Since the subject of the mother tongue is a practical educational subject of the elementary school, it requires the development of situational speech composition skills.

One of the current topics in modern schools is improving students' speech. Speech correctness activities are one of the main areas of educational and methodological activities of teachers to improve speech culture of young students. It is related to practical teaching of the native language, regular and systematic teaching, prevention and correction of mistakes by examples and special exercises, teaching literary forms of speech.

In primary grades, mother tongue and reading education have their own object of study, providing students with relevant knowledge and spiritual and moral education, as well as forming certain skills and competencies. -fills one. Mother tongue and reading classes develop connected speech of students, expand the range of thinking, ensure compliance with literary language standards, and literacy.

In reading lessons, students' oral speech is mainly worked on. Accordingly, the studied educational materials - works of art provide students with examples of lexical-methodical, morphological-methodical, syntactic-methodical devices that correspond to the norms of the language. In oral retelling, students copy them exactly, sometimes creatively, try to think and draw conclusions based on what they read. Linguistic analyzes of the studied texts are carried out in the mother tongue classes. In this process, the text is studied phonetically, lexically, according to the morphemic structure of the word, morphologically and syntactically.

In the process of analysis, the student begins to understand the social function of the language at an elementary scientific level. Therefore, the teacher as the manager of the educational process should approach the didactic process with responsibility, a modern method of working on educational materials, encouraging students to think while playing, to think independently while thinking. and should be able to choose tools and use them appropriately in the lesson. This serves to form students' written speech skills, such as mastering the rules of the language, learning ways to express their thoughts through pictorial means of expression, creative use of various basic concepts.

The growing importance of language as a means of communication between people in society has led to the need for methodological support that ensures that students can think logically, reason in the process of analyzing grammatical events, provide evidence supporting their independent opinions, and draw general conclusions. brings about. Therefore, the points of view that are held today as speaking skills are the product of the artistic thinking of our ancestors in the past, in which the requirements of speech and eloquence are correct and appropriate speaking by applauding, thinking and then observing. the importance of giving an opinion is expressed.

As noted by the great scholar Abu Nasr Farabi, "The powers from the beginning of man are, for example, the power of speech, the power of choice, the power of imagination, and the power of perception. Among these, the power of speech is such a power that a person acquires knowledge and skills, with the help of which he can distinguish between ugly and beautiful actions in his behavior, and does not need to be done, while at the same time, he knows what is harmful or useful, what is pleasant. and understands bitter things. Therefore, efforts to develop moral qualities and artistic-aesthetic thinking in a person require purposeful work related to the development of speech.

Acknowledging the high status of words and speech art, Kaikovus Unsurulmaoli advises that the speech should be understandable and simple, taking the listeners into account, and making appropriate use of language wealth. The speech is meaningful and impressive, consistent and logical, elegant and beautiful, lively and exciting, mobilizing people to some activity, and avoiding rude and rude words. He considers the following categories that are important to be reflected in the speech:

"Words are of four types: the first are words that do not need to be known and said; the second is words that are necessary to know and say, and the third is words that do not need to be known, but can be said; the fourth is the words that can be known, but do not need to be said... I have explained these four words. The best of these are the words that need to be known and spoken."

The thinker also states that literacy and speech skills can be achieved through constant practice, and writes about it: "O child, if you are a teacher and a secretary, master your speech, write a letter beautifully and write a lot, so that you will be skilled."

Thinkers, educators and teachers who lived and worked in the 17th-19th centuries also attached great importance to the problem of forming the correct speech. (J.J. Russo, M.V. Lomonosov, V.G. Belinsky, Y.A. Kamensky, K.D. Ushinsky). In their works, the issues of the importance of speech in the development of the child, in the proper education of his speech, were considered.

Learning a language requires meaningful expressions to express one's thoughts. Language needs thoughts as well as thoughts.

Children learn their mother tongue through speech activities, speech perception and speaking. Therefore, it is very important to create conditions for children's speech activity, communication, and expression of their thoughts.

As V. Sukhomlinsky said: "When a child expresses his opinion, you will have achieved the greatest achievement in your pedagogical activity. Because it is at this moment that the child takes a step forward in his intellectual development.

Speech is a type of human activity, the implementation of thinking based on the use of language.

There is a person who improves his speech by mastering the riches of the language throughout his life. As he grows older, he learns new information at each stage to improve his speech. The most important stages of mastering speech are the time of studying in pre-school and primary education during childhood.

In early childhood, the child has communication needs, which are satisfied by the simplest means of speech, and at about one year of age the first words appear. From the beginning, speech appears as a social phenomenon, a means of communication. After a while, speech also becomes a means of understanding the world around us, planning actions. As the child develops, he uses increasingly complex language units. The vocabulary is enriched, phraseology is mastered, the child learns the laws of word formation, linking words, word combinations, various syntactic structures. He uses these means of language to convey more and more complex knowledge, to communicate with people around him in the process of activity.

Improving a child's speech is not a spontaneous process. This requires constant pedagogical guidance. What are the conditions for the successful development of speech, the formation of speech skills in children?

The first condition for the development of a child's speech, as mentioned above, is the need for communication or communication. Therefore, in the methodology of speech development, there should be situations that determine the motivation of the speech, create the need to express the student's opinion, arouse his interest and desire to share something, talk about something.

But communication can only be with the help of commonly understood signs, that is, words, their combinations, various turns of speech. Therefore, it is necessary to give speech forms to children or create a speech environment. This is the second condition for the development of the child's speech.

The speech environment is the speech of parents, other relatives and friends, folklore, fiction, radio and television, cinema and theater, school, in addition, the speech of teachers and other school workers, speech in classes, textbooks and studies is the language of the manuals.

There is also an inverse relationship, the more fully the resources of the language are mastered, the more freely a person uses them, the easier it is to learn the complex relationships in nature and society. At school, students learn to read and write.

Reading and writing are speech skills based on the ability to build your own speech based on the phonetics, graphics, vocabulary, grammar, spelling of the language and to perceive the speech of other people. Written speech is always stricter than oral speech, and it clearly shows all the mistakes and shortcomings typical of young students. Writing has its own characteristics in the construction of word combinations, the choice of word combinations, and the use of grammatical forms.

The next goal of the school in the development of speech is to improve speech, to increase its culture, all expressive abilities of speech, which includes the development of children's speech ability to a certain level. In this process, speech is set to a minimum, below which no student should remain. The methodology of developing students' speech is leading in this complex work.

The term "speech improvement" has at least three meanings in methodological literature, curriculum and other documents created for schools, and in the speech of teachers.

First, improving speech is the main strategic goal of language teaching: children should learn the language to develop their speech (listening, speaking, writing and reading skills), and on this basis, their intellectual, aesthetic and moral growth will be achieved.

Secondly, improving speech is the leading principle of language and speech education, and the methods and methods used should actively contribute to the formation and development of children's speech skills, as well as ensure the achievement of the strategic educational goal. .

Thirdly, improving speech is a system of work for teachers and students aimed at forming and improving speech skills in children.

The ability to use language phenomena is essential for language fluency, and learning linguistic theory helps children understand language phenomena and their practical application. Linguistic theory and the study of speech activism should learn from each other and complement each other.

Spelling is actually movements in all aspects of the language. It helps to deepen and systematize knowledge in all areas of the language, improves relevant language skills, helps to understand how language works and how it is structured. contributes to the development of oral and written speech skills of students.

The principle of speech development is mentioned only in programs and textbooks as a leading principle of education, which connects all work to language and ensures the improvement of speech for children. We have not yet learned how to apply this principle to life.

By organizing effective teaching, children understand the studied language and speech phenomena at an age-appropriate level, consciously use the knowledge gained in speech practice, and thereby improve their speech.

If we can organize language learning based on the analysis of speech and speech activity, then we will create conditions for students to understand speech containing language elements. It serves to eliminate the artificial gap between language and speech.

What kind of speech can be considered good, what should the teacher and student strive for?

The first requirement is the requirement for meaningful speech. You can only talk or write about things you know well. Only then the student's story will be good, interesting and useful both for himself and for others, it will be based on knowledge of facts, observations, careful thoughts, sincere experiences will be transferred to him.

The second requirement is logicity, consistency, clarity of speech structure, the reader knows what he is talking about and what he is writing, does not leave anything out, logically moves from one part to another and repeats the same thing several times. helps not to repeat. Correct speech means the correctness of the conclusions (if any), not only starting, but also completing, completing the statement of the idea. The first two requirements are related to the content and structure of the speech, and the next requirements are related to the formation of oral speech and written essays.

Accuracy of speech means the ability of a speaking and writing person not only to convey facts, observations, feelings in accordance with reality, but also to use the best language tools for this purpose - words, combinations, to accurately express the characteristics of the described object.

The expressiveness of speech is the ability to convey ideas vividly, convincingly, it is the ability to influence people with the help of tone, the ability to choose facts, construct phrases and use words correctly.

Clarity of speech is its comprehensibility to the person to whom the speech is directed. The pronunciation side of speech is also very important: good diction, clear pronunciation of sounds, compliance with the rules of orthography - the pronunciation standards of the literary language, the ability to speak (and read) expressively, intonations, pauses, logical emphasis, etc. know well

The correctness of the speech, that is, its conformity to the literary norm, is especially important for the school. A good speech can be acquired only by fully complying with the requirements.

A modern educational institution pays great attention to the development of thinking in the educational process. The question arises: what is the role of speech and speech exercises in solving this problem? Can speech improvement be identified with thought improvement? Thinking cannot develop successfully without language material.

As K. D. Ushinsky said: "The development of speech in children is almost the same as the development of logical thinking in them."

Logical thinking is formed in primary grades and develops and improves throughout a person's life.

Human thinking is manifested in linguistic form. No matter how difficult the content of thought is, it finds a harmonious representation in the syntactic structures and morphological forms of the language.

It will not be correct to clarify the improvement of speech with the improvement of thinking. Thinking is broader than speech, it is not only based on language. Working, observing, thinking activities in connection with other types of activities require enrichment and complexity of speech. Enrichment of speech, in turn, has a positive effect on the development of thinking, it is very important that the new language tools learned by the student are filled with real content. It provides a connection between thinking and speech. If the student can't put his thought into the speech shell, then there are defects in the thought itself, and these defects are found in the process of forming the thought in the form of speech.

It is also important to be able to correctly construct connected speech in elementary school.

Monological speech in the development of children's connected speech; (narrating) is especially important. In a monologic speech, all the requirements of connected speech are combined.

The types of exercises developed for the development of connected speech can include the following:

- 1) complete, perfect answer to the given question;
- 2) analysis of the read work, study of grammatical material; various text exercises related to the activation of students' vocabulary;
- 3) record regular observations and keep a weather diary;
- 4) oral retelling of the read text in different versions;
- 5) students' oral story based on a given story, plan or plot with a given beginning or end related to a given topic, picture, observation;
- 6) narrating an artistic text, memorizing, memorizing texts suitable for the students' level;
- 7) telling a story without preparation, composing a small poem, story;
- 8) write a statement on the basis of an artistic, scientific and popular text;
- 9) oral and written reconstruction of the text given by the teacher (selective retelling and narration, creative retelling and narration, dramatization of the story, etc.);
- 10) different types of written essay.

Telling a story helps children to make grammatically correct sentences, pronounce sounds, additions correctly, and use visual aids at an age-appropriate level. Observing the work process, recommending the

creation of stories based on trips to nature, production enterprises, lessons, deserts, and fields are considered the most convenient ways to develop children's connected speech.

Voice and speech are given to man to express thoughts and feelings. This is a law of nature. It is everyone's duty to learn to follow it. It seems that the art of speaking fluently and intelligibly, expressing thoughts orally and in writing has always been in the focus of our ancestors.

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