



PRIMARY CLASS STUDENTS ASPECTS OF FORMATION OF WRITTEN-ORAL SPEECH

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Abstract

This article talks about the importance of forming the written and oral speech of elementary school students, the method of speech development, the student's understanding of what he has read depending on how he retells the text, and the level of memory and speech development.

Key words

Written speech, oral speech, artistic text, creative, speech, potential primary, class, students', written-oral

Improving educational and didactic support for developing the intellectual potential of young learners in the world in accordance with the pedagogy of the era of globalization, creating constructive exercises aimed at developing speech skills, working with explanatory and ideographic dictionaries, aimed at strengthening figurative thinking and word-logic memory research is being conducted.

Speech is a product of human thought and consciousness, and it is considered the main means of communication and a direct expression of human thinking and worldview. In this respect, speech development fully reflects the development of a person as a person. The formation and improvement of human spirituality is manifested in his speech as a whole. The fact that language (speech) has a strong influence, firstly, on the development of mental abilities in a person, and secondly, on its direct emotional, educational and spiritual aspects, is part of the series of facts recognized in science. However, it is not correct to contradict them. The social, artistic and aesthetic functions of the language fulfill their tasks not at the expense of mutual negation, but at the expense of mutual cooperation and integrity.

Conceptual approaches based on mnemonic activity to demonstrate creative and speech potential by working on artistic text, ensuring communicativeness and emotionality and impact of speech are determined in accordance with the integration of speech and thinking of students. In the concept of international education aimed at ensuring the spiritual maturity of a person, it is noted that "Quality education stimulates the growth of creative thinking and knowledge of young people, guarantees the development of literacy and numeracy skills, analysis, thinking, and interpersonal and social relationship skills." updated the national methodology based on the requirements of the time, set many tasks related to the competence approach to primary education as well as other stages of continuous education. This requires organizing the content of mother tongue teaching in primary classes based on integrative, differential and pragmatic approaches, increasing the professional competence of future primary school teachers, arming them with scientifically and methodologically based laws of mother tongue and reading education.

In the methodology of speech development, the study of the influence of the syntactic construction of written speech on the language of students has a special place. Only on this basis, scientific-methodological issues related to the selection of the text and its structure, purpose and task performance, retelling of the content of the text can be solved. In order to narrate a text in the educational process, it is necessary to be able to analyze it semantically, to have the ability to remember and to have a certain level of speech development.

Depending on how the student retells the text, it is possible to assess the level of development of the student's reading comprehension, memory and speech. That is why, in the research of pedagogy and psychology, great importance is attached to working on the text and teaching storytelling in the analysis of processes such as understanding, perception, imagination, attention and memory.

In the educational system of developed countries in the world, educational problems related to the logical thinking and speech activity of students are specially studied in the direction of the development of personal creativity. In international experiments in the field of language teaching methodology, special attention is paid to the level of significance of the content of educational materials in the development of speech skills and the effectiveness of communication culture improvement. Pragmatic and integrative approaches are being creatively used to form students' speech and linguistic abilities, to raise their cultural awareness based on specific requirements for language learning.

International assessment programs such as PIRLS, PISA, TIMSS, IEA and IEA, aimed at the development of students' oral and written literacy, are being implemented in the education system of our country starting from primary grades. On this basis, the level of understanding and use of written language forms based on the reading literacy of the students, as well as the ability to create meaning from texts in various forms created an opportunity.

Until now, it is known that a number of scientific works, candidate's dissertations, manuals and articles have been created that provide practical help in the education of young people and simplify the process of imparting knowledge. However, scientific works aimed at making students learn independently and work independently, scientific works on the shortcomings of their written speech remain one of the current topics.

Teaching students to work independently, developing their written speech, encourages them to think independently, conduct independent experiments, draw independent conclusions, and develops students' thinking skills, expands their thinking, and increases their scientific competence. That is why it is very important to teach elementary school students to work independently and write well.

Speech is a means of expressing ideas and is expressed in oral and written form. Thinking takes place with the help of speech, thanks to which people communicate with each other. If oral speech reaches the listener through pauses, accents, intonation and sounds, written speech reaches the listener through grammatically accurate sentences and sounds, based on certain regularities of letter and word combinations, punctuation marks, various separations.

What is speech development? If the student and his/her language activities are taken into account, speech development means active and practical acquisition of the language in all aspects (pronunciation, vocabulary, syntactic structure, connected speech). In the case of a teacher, speech development means the use of methods and techniques that help students to actively acquire pronunciation, vocabulary, syntactic construction and connected speech. That's why the grammar and spelling program included such parts as sounds and letters, words, sentences, connected speech. The sections of the mother tongue program are called: "Literacy and speech development", "Reading and speech development", "Grammar, spelling and speech development".

The instruction of the President of the Republic of Uzbekistan Sh.M. Mirziyoev to the educational institutions to study the research program conducted on the world level "Quality of reading and its understanding" is aimed at the implementation of the same goal. For this purpose, the planning of our country's participation in PISA and PIRLS control programs from 2021 requires raising the quality of education to a level that can meet world standards, improving teaching forms, methods and methods. The effectiveness of mother tongue education depends to a large extent on the pedagogical-psychological preparation of science teachers, on their thorough mastery of the scientific-theoretical and methodical bases

of planning educational materials, and on the ability to properly organize and organize the educational process. After all, the didactic process is an important factor in ensuring the effectiveness of the continuous education system.

Mother tongue teaching in general secondary educational institutions is based on "Students who correctly and fluently express their opinions orally and in writing in the process of studying and working, who express their opinions independently in various speech situations in public places, who have oral and written literacy skills, who have formed a culture of reading, who are independent. and to develop a person who can think creatively, who understands the opinions of others - with a developed culture of communication and speech"[1].

Its purpose is to determine the ways to achieve the formation of students' connected speech and adequate understanding of the text. Based on this, the teacher should ensure educational material, organizational-pedagogical influence in the educational process, take into account didactic factors such as the level of education, literacy and time of students. Forming students' speech is one of the main tasks of mother tongue education, and it is distinguished by the language's unique features, meanings, and artistic expressiveness. Oral speech is orthoepic of literary language; and the written form requires formation in accordance with standards such as orthography and style. In the development of speech culture, it is understood to follow the norms of the literary language, in particular, to master the rules of words in a particular language, their construction, construction and transformation models, word combinations, and the rules of correct use of sentences in speech.

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