



METHODOLOGY OF SPEECH DEVELOPMENT THROUGH WORKING ON TEXTS IN PRIMARY CLASS READING LESSONS

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Abstract. In this article, the requirements for students' speech, ways of working on oral speech, methods of forming connected speech, speech errors, the use of non-traditional methods in speech development, and methods that serve speech development are discussed in this article. It is held.

Key words: speech, perception, written speech, oral speech, pronunciation, connected speech, essay, statement, requirement, method, tool.

Now is the age of information, the age of taking steps to acquire intellectual knowledge at a high level. It is necessary to develop sufficient skills to analyze and study each innovation and apply it in practice.

The effect of the reforms being carried out in our country today is directly dependent on the expansion of the ranks of highly moral, independent-thinking young personnel capable of taking responsibility for the fate and prospects of our country. For this, new universities and new courses are being established in our country. Personnel qualifications are being improved in foreign countries. Primary education is the most important part of continuous education. As stated in the Regulation "On general secondary education in the Republic of Uzbekistan": "Primary education reading, writing, counting, the basic skills and abilities of educational activities, encouraged to ensure acquisition of the basics of creative thinking, self-control, speech and behavior culture, personal hygiene and healthy lifestyle". Primary education has a great and important role in child upbringing. Acquiring sufficient knowledge at this stage determines the quality of knowledge acquired in the future.

Speech is a type of human activity, the use of thinking based on language tools (words, phrases, sentences). Speech has the function of expressing thoughts with emotions and influencing others. Language units form speech, that is, every person expresses his opinion in the harmony of thought and speech. Therefore, thinking and speech are important in human life. The teaching of the method of speech development in preschool education, knowing the methods of speech development, allows to correctly solve the tasks of children's speech development in each age group, and ensures the fulfillment of the task of preparing children for school.

The methodology of speech development as a pedagogical science developed in the structure of the pedagogical science until the 1920s, and then it was formed as an independent science. [3,3b]

The fact that speech is conducted as a separate training for preschool children and the creation of a methodology is evidence of the need to develop speech first.

It is known that high school students (even university students) are rich, rich and fluent in their oral speech, which means that they are cultured and mature people, regardless of what kind of specialist they are. Is one of the indicators. A well-educated person is also a perfect person. It has already been recognized by experts that education of such a quality, which is most necessary for a person, is carried out skillfully from the time when the child's language comes out. One of the main conditions for the speech to be rich and full of content is to know how to fully comply with the correct pronunciation standards of each language. It is

desirable that the correct pronunciation skills are carried out in pre-school educational institutions by educators who have mastered the specialty of this field on the basis of a certain plan. The more meaningful the speech is, it shows that he diligently worked on the speech in his youth. Therefore, speech develops from birth.

Comenius believed that it is necessary to do the same for the development of “mind and speech”. He considered “mind” and “speech” as an organic combination. And this is not accidental, because the child expresses his thoughts and communicates with the people around him through speech, and by mastering speech, he understands the world around him. The child develops speech and thinking. [7.19 b]

To develop a child’s speech, it is necessary to enrich his thinking. Because the knowledge in thinking is reflected in the language, it is manifested in the process of speech.

Several conditions must be met for speech activity, as well as for the development of students’ speech:

1. There must be a requirement for a person’s speech to surface. The methodical requirement for the development of students’ speech is to create a situation where the student creates his opinion, the desire and need to express something orally and in writing.
2. Any speech should have content and material. The more complete, rich, and valuable this material is, the more meaningful its description will be.
3. An idea is understandable only if it is expressed using words, phrases, sentences, speech units that the listener understands. Therefore, the third condition for successful development of speech is arming speech with language tools.

The main requirements for the student’s speech are as follows:

1. Suitability of speech to speech conditions. Speaking conditions are understood as the conditions of the speaker and the listener at the time of creating the speech. For example, if there is only one speaker and many listeners, the speaker should follow the loud pauses and express the idea in a coherent and coherent manner.
2. Content of the speech. The student’s speech will be meaningful only if it fits into the context of the speech and if he describes the events that he knows and is aware of in oral and written form.
3. Logical, clear and coherent speech. Only if every idea in the speech is logically based, its effectiveness will increase. The student expresses his thoughts
4. While speaking, he should be able to logically connect one idea with another, distinguish the main ideas related to the topic from the secondary ideas, and not allow back-and-forth ideas.
4. Rich and colorful speech. The richness and variety of speech, first of all, the lexical possibilities of the Uzbek language in expressing thoughts: words with similar, similar, opposite meanings, figurative expressions and phrases, proverbs and proverbs, it is manifested in the wide and appropriate use of meaningful words, similes, adjectives, etc.
5. The speech must be grammatically correct. The student should have the skills and abilities to connect words, phrases and sentences, to use appropriate conjunctions and possessive adjectives, to be able to match the possessor and participle of the sentence. .
6. Melody of speech. The tone is considered a means of increasing the effectiveness of the student’s speech. It is necessary for the reader to read each poetic and prose work following the melody, following the syntagms, and using the logical accent correctly.
7. A connected speech unit can be a story, an article, a monograph, a novel, a document, a report, and in school conditions, a comprehensive, perfect oral answer of students to a question asked by a teacher, a written statement, and an essay.
- 8.

The following types of connected speech exercises can be included in the elementary school methodology: 1) a broad, perfect answer to the given question; 2) exercises to analyze the read work, study grammatical material, enrich vocabulary; 3) writing regular observations; 4) oral retelling of the read text in different versions; 5) a beginning or ending story about a given topic, picture, observation; 6) telling a fairy tale without repetition, composing a small poem, story; 7) write a statement based on a short story given as an example; 8) different types of written essay.[6]

In the process of working with students, we can observe speech errors in them. Speech errors are divided into three types: lexical-stylistic, morphological-stylistic,

Syntactic-methodical. Lexical and stylistic errors used by primary school students:

1. Repeated use of the same word;

2. As a result of the student not understanding the meaning of the word or the edge of the meaning, he cannot use it in its exact sense.

Morphological and stylistic errors arise from incorrect use of word form, word-changing and word-forming adverbs.

Syntactic-methodical errors include errors in word order and sentence construction. [4, 27 b]

The most useful way to correct a mistake is for the student to correct the mistake he/she has made, and if the student cannot correct the mistake, the teacher will correct it. . The reason for the repeated use of the word is that he pays little attention to the use of the word, and uses the word from his active vocabulary. He has little vocabulary, he does not know synonyms, he cannot use pronouns instead of repeated words.

In order not to use a word repeatedly, if it is explained that its synonym or the use of pronouns instead of this word, students from a young age will try to avoid such mistakes. It is necessary to group the mistakes made by students, to identify their types, to study the cause, to correct and prevent speech mistakes.

More creative work should be done to improve students' speech in elementary reading classes. Through assignments, you can find out how his speech has developed, how much vocabulary he has, and how he expresses his thoughts freely. For example, the following tasks serve to develop children's speech:

a) students are shown a picture and asked about its advantages and disadvantages in using it. Let's take an apple. Benefits: it is rich in vitamins, increases blood flow, jam and juice are made from it, its trunk is used for firewood, it provides shade, and it is sold for income. Harm: sore throat if eaten cold; If the seeds are eaten in large quantities, they will be harmful, if they are not washed and eaten, the microbes will enter the stomach and so on.

b) one word is chosen and words related to the profession close to this word are given. Then a sentence is formed by joining these words. For example, let's take the word bread. Words used with it: farmer, baker, seller, driver, buyer, teacher. Sentences are made: flour is obtained from wheat grown by farmers, and bread is made from it; bakers bake bread; sellers sell bread in shops and markets; drivers deliver bread to shops; customers buy bread, teachers teach students about bread;

d) a text is given, and in this text, words that do not fit into the content of the text are found and replaced with a suitable word, explaining why it does not fit;

e) two or three connected sentences are given, and students continue it and make a small story. For example, Nigora went to the store and asked the seller for a notebook. He didn't have the money his mother gave him in his pocket.....(continues)

f) a story with irregular events is given, one sentence is hidden in order to fully reveal its content. Pupils find this sentence and complete the content of the story.

It would be appropriate if such tasks were given in textbooks to develop students' speech. Parents would also help their children with homework.

We conclude that students should develop their oral and written speech through exercises and tasks that develop speech in classes, and I think that they should perform tasks that develop more creativity. When using these methods, it is necessary to correct mistakes and shortcomings in students' speech. This is very important so that they do not make the above mistakes when performing the following tasks. Of course, in this work, many tasks are assigned to the teacher, creativity is required. Only then the speech of our students will be fluent, meaningful, clear and melodious. A person who has a beautiful speech starts success in everything he starts, wins the listener's trust, arouses interest in him. Therefore, we need to develop the speaking skills of our children.

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