Progress In Speech Development Of Primary Class Students

Jasmina Murotova

second-year student of the Faculty
of Primary Education of Jizzakh State Pedagogical University

Abstract: In the article, taking into account the age and psychological characteristics of primary school students, ideas are presented regarding mastering the subjects of the mother tongue curriculum and developing a system of exercises**Keywords: p**hysical education, students, action games, motivation, training, physical culture, physical development, physical excellence, sports, vital activity, modern teaching methods, hygiene measures, Professional Training, International qualifications.

Key words: Speech, speech development, word, phrase, sentence, interactive games, native language lesson, student, pedagogue.

1. Introduction

The main task of primary school mother tongue education is to develop students' speech. Teaching students to express their thoughts freely and correctly is very important for society, psychologically and methodologically, and is considered one of the current issues.

Students' speech development is carried out during the lesson. The more students' creative activity is developed in the lessons, the more easily they perform the mental tasks set before them. As the child learns to complete the assigned tasks, he develops the ability to think creatively. That is why special attention is paid to the development of the student's written speech in the native language textbook of the primary grade. Therefore, every topic and task included in the mother tongue textbook should be aimed at this goal. In particular, based on the concept of modern education, programs and textbooks were created in accordance with the requirements of the time, and the State Education Standard was introduced in order to properly control the quality of knowledge. In this program, the minimum requirements for the level of preparation of primary school students in the field of mother tongue education were reflected through the following three-parameter standard measure: reading technique, understanding the opinions of others and the content of the text, and ability to express thoughts in written form.

The ability to express thoughts in written form is a complex process, and the goal of mother tongue education is embodied in this parameter and reflected in the text created by the student. When evaluating the result of the quality of education according to this parameter, the level of the following skills is determined by the teacher:- ability to express thoughts in logical consistency;

- level of complexity of the topic (simple, complex, clear, etc.);

- the description should be relevant and perfect; - ability to use language means of expression in description; - to be spelling (written) literate.

Speech is a type of human activity, the use of thinking based on language tools (words, phrases, sentences). Speech acts as communication and message, expressing one's thoughts with emotions and influencing others. A well-developed speech serves as one of the important means of human activity in society. For the student, speech is a tool for successful education at school.In the development of speech, three directions are clearly distinguished: 1) working on words; 2) working on phrases and sentences; 3) working on connected speech. The indicated three directions are carried out in parallel: dictionary work provides material for the sentence; working on words, phrases and sentences prepares for connected speech.

Taking into account the age and psychological characteristics of students, which helps to master the subjects of the mother tongue curriculum, independent thinking, free expression of one's opinion, listening to the opinion of others, reasoning, putting forward one's opinion, summarizing and teaching to conclude, in addition, the development of advanced teaching methods and exercise system, which is recognized as a factor of increasing the effectiveness of mother tongue education, which arouses interest in students in using language material, is the demand of the time. Based on this requirement, the following tasks are assigned to mother tongue education: a) educational activities for the person of the student and the teacher, which make up the educational process

Approach as subjects;

b) to ensure the creative approach of the teacher and the student to the educational process;

d) improved traditional and non-traditional ways in which teachers teach the subject of the mother tongue

use of forms, methods and tools;

e) inculcate work on language units at each stage of the project of mother tongue lessons;

f) lexical-grammatical exercise for students' practical mastery of the language

improving tasks and organizational methods;

g) continuous study of students' activities, mastery level, results

to be able to analyze, determine measures to eliminate the problems that have arisen.

The use of interactive methods and games such as "Brainstorming", "Cluster", "Working in small groups", "6x6x6", "Momentary brainstorming", "Conflict of decisions" in the "problematic" organization of mother tongue lessons allows students to independently teaches to think, to consult with a team, and creates a desire to participate in solving problems. The introduction of advanced technologies in the field of education helps to improve the quality of education.From the day the student comes to school, he enriches his vocabulary with the help of special methods and methods, types of work. Enriching the student's vocabulary is primarily the environment, nature, people's lives, creative and study activities, relationships with adults and peers. Different stages of the game can be used in the course of the lesson, but they should be planned in such a way that the student gets emotional energy from the game after hard mental work, compares his actions with the actions of his friends and let initiative appear in him. Here are some examples of games that can be used in elementary school mother tongue lessons. "Who makes the most words?" game. The printed letters are written on the cards scattered. Students make words with these letters. "Think, search, find" game. They find meaningful words from the given text, write them in groups and explain why they are meaningful. The text can be taken from the "Reading Book" or given from the text in the mother tongue textbook."Chain" game. The teacher says a word that has a meaning, the students find a word that has a meaning in the order of the table and say it. When there is no meaning left, the next student helps the game to continue by saying another meaningful word. Students sitting at a row of desks can make groups of several words with the same meaning. Students continue the game sequentially. For example, if there are 10 students sitting in a row, they can form groups of three or four words with the same meaning. This game can be used after completing exercise 304 in the 4th grade textbook. "Iztopar" game. The teacher writes meaningful words with letters on the board or cards and instructs the students to find the words and explain their meanings. For example, this game can be played during exercise 224 and exercise 236 in the 4th grade textbook. It is known that the process of thinking, that is, the process of identifying the important features of the studied phenomenon, comparing them, grouping, summarizing and concluding them, is internal and is carried out through external speech.Generalized conclusions are also realized through speech, that is, the resulting thought is conveyed to the listener by means of speech. In all these processes, the student needs language units. In this case, the textbook material and the teacher's speech serve as a model for the student to master the language materials. Therefore, the language of the educational materials in the textbook and the speech of the teacher should be rich in language units.

References

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