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**METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF
SPEECH OF PRIMARY SCHOOL STUDENTS AND ITS IMPORTANCE IN
THE EDUCATIONAL PROCESS**

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Annotation

This article is aimed at highlighting the methodological aspects of the development of speech of Primary School students. In the speech activity of students, attention is paid to the formation of such important aspects as pronunciation, grammar and speech enrichment. It is also emphasized that it is important for students to form a culture of communication, adherence to literary language norms, a culture of speech based on the rules of etiquette.

Keyword: methodology for the development of speech, pronunciation norms, grammatical correctness, speech Culture, Communication Culture, pedagogical approach, logical expression of thought, methods in the educational process, didactic games, the process of educating students, the literary norm of the Uzbek language, speech activity

Today, during the period of rapid development in the field of education, every educator needs to approach his task in the field of Education correctly. It is his goal that stands in front of him and a close acquaintance with the existing obstacles or conditions to achieve this goal that will be the main factor.

The speech of Primary School students should be in a position corresponding to the age, psychological development and stage of education of students in a number of specific requirements.





In speech activity, certain aspects of the occurrence of such requirements must be studied: The correct pronunciation rule regarding the requirements for speech is at the level of maximal demand :

Clear words, correct pronunciation of sounds.

- Correctly placing pauses (pauses) between words; understanding the importance of pauses in speech or the effect on the meaning derived from thought;

- * Pronunciation in accordance with the norm of Use and literary language norms within the framework of speech styles of words related to the dialect.

For elementary school student speech to be considered grammatically correct speech:

- The formation of a sentence by being formed in the way of sentence fragments such as possessive, participle, determinant, complement and case of words in the expression of an idea:

- Correct formation of words with the necessary categories in the speech of readers: plural suffixes, possessive suffixes, verb tenses and Person-number suffixes. Boshlang'ich sinf o'quvchilari nutqini boyitish va fikrning mazmuniy, mantiqiy ahamiyati darajasida:

- Pure fluency in the speech of elementary students by enriching the words that are being spoken and gradually moving away from the repetition of words in the sentence.

- Maintaining a logical sequence in reflecting the content of sentences.

- The separation of the beginning, middle and end of a sentence, through which the idea is initiated, the part in which the main content is expressed and the cultivation of the verbal capacity inherent in the summary piece.

To teach elementary students that it is precisely the return of an answer by careful hearing to the thought asked; to understand and react to the content of the text heard or read; to be able to give meaningful and understandable answers to questions.

It is relevant and from a scientific and pedagogical point of view that primary school students, along with the above, practically master the organization of a speech culture of maintaining etiquette in communication with others (greeting, expressing gratitude, apologizing), expressing their opinion with respect. Drawing up a story by drawing, telling imaginary events, making it possible for free expression (e.g.: "Men





katta bo‘lsam...” like) teaches to focus on the essence in creative thinking and expression of thought in the process of speech.

Based on this information, it is necessary to take into account the features of the age, psychological development and educational stage of students when presenting general recommendations in the methodical instruction for the development of speech of Primary School students (grades 1-4). Such an approach allows the teacher to effectively formulate the oral and written speech of students.

Methodological guidelines for the development of speech of elementary students
On the formation of pronunciation

- Conducting short phonetic exercises: bo‘g‘inlash lola, bola, nola, xola; lo-la, bo-la, no-la, xo-la. Albatta mashqlarni turli ko‘rinishda tashkillashtirish mumkin. Lo, bo, xo, no, la ushbu bo‘g‘inlarni birlashtiring!

- Focusing on applying a pause and expressing the tone of speech: Bahor yurtimizga o‘zagacha bir joziba olib keldi tabiat kamalak ranglarda tovlanib, gullar iforiga to‘yingan shamol mayin insonlar yanoqlarini sillab sekin bahor deya qulloqlarga shivirlayotganday go‘yo.

- * Wider use of didactic games for the purpose of teaching literary language norms.
(Delimitation of dialects)

Grammatically correct speech orientation

- * Exercises to draw up a sentence: bobosining bolalar ketadilar uyiga ta’tilda. (ega, kesim, aniqlovchi, to‘ldiruvchi va hol kabi gap bo‘laklaridan foydalanishni izchil o‘rgatish).

- The use of words in a sentence, formed by categories: *Oila... biz yetti kishi -da, -ga, -dan, -lar, -miz, -siz, -lari.* (o‘quvchilarni ko‘plik, egalik, fe‘l zamonlari va kelishik qo‘shimchalari bilan tanishtirish)

- With respect to what time the spoken fiction is and what categories the grammatical norm is based on (use of tense suffixes, e.g. false tense)

Enriching students' speech and expressing the content and logical significance of thought

- To increase vocabulary, writing words based on the sequence of letters in the alphabet (within the specified time, in the lesson)-students will discover new words.





- Making sentences with the participation of the words they find. (Based on a clearly defined topic)
- To express the logical sequence of sentences by using the linking words: *avval, keyin, nihoyat, shundan so‘ng* .
- Teaching students to fully articulate an idea: to express the beginning, development and end of thought.
- Organization of question and answer games based on the text heard or read at each training session.
- Retelling in readers (in two different ways) is precisely the text content repetition or creative continuation.
- Asking questions to understand the text and keep the content in mind “Nima uchun?”, “Qanday?”, “Kim uchun?” questions.

Enriching the speech of readers and signifying the content, logical significance of thought

• Letters in the alphabet to increase vocabulary if we come to a general conclusion the side of the influence of speech on upbringing that is, to give students daily forms of communication: greeting, gratitude, apology not in accordance with the situation boinoan response to the rules of etiquette, respect each other's opinion in the team, the formation of a culture, because the communication culture of primary school students develops on this basis.

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