



## METHODS FOR DEVELOPING STUDENTS' ORAL SKILLS IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

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### Annotation

In language learning or teaching, the primary task is to shape children's speech and improve their ability to express themselves orally. In particular, in the educational programs of our country, the subject of mother tongue is taught in depth to primary school students. This article discusses how to develop students' oral skills in elementary school native language classes.

**Keywords:** methodology, native language, oral speech, student psychology, education system, primary education, etc.

### Introduction

The granting of the status of the state language to the Uzbek language has created a great opportunity for the conduct of state affairs, teaching, education, propaganda in this language in our country. Attitudes towards language have changed radically, and all its potential is being explored on a large scale. However, it is unfortunate that the culture of speech, which is one of the factors determining the level of fulfillment of the social function of language, is underdeveloped. Therefore, one of the most important issues is to study the field of speech culture in depth. This is because overcoming the shortcomings and deficiencies in our speech and developing the culture of speech better than ever is a political and social issue of national importance. It is desirable that not only linguists, but also all representatives of the industry living in our country pay attention to this issue. Because the culture of speech is an integral part of human culture and determines the high level of civilization of people.

It is well known that the development of students' speech in primary school is the main task of the subject of mother tongue. However, this task is also applied to other subjects. For example, there are many opportunities for students to improve their speaking skills during reading lessons. That is, in the process of studying texts in a textbook, elementary school students learn many words that are unfamiliar to them and their meanings, i.e., their vocabulary. wealth increases. Not only does the teacher explain the words, but it also makes sense for the students to use the phrase in their presence. When this is done, new words are added to the student's active vocabulary.





Speech development includes both the history and theory of primary education pedagogy and the methodology of teaching behavioral culture. An elementary school teacher must first understand the tasks of general aesthetic education of his students. These tasks should not be limited to teaching good manners. The most important thing is to teach the child the culture of speech and to arouse interest in each of the lessons, to create the need for speech activity through words, as well as to build their knowledge, skills and abilities.

Speech has two forms - oral and written. Although they are inextricably linked, each has its own characteristics. In oral speech, sounds are received by the auditory organs when words are uttered through speech. Therefore, in developing students' oral speech, we must first identify the causes of their speech impediments and find ways to overcome them. A student who does not know how to speak fluently, write correctly, and express himself / herself fluently and clearly will not be able to master the knowledge successfully. Everyone's speech is beautiful, perfect, their pronunciation is clear and fluent, their thinking is wide and their comprehension is deep. Through speech, human beings also express their inner feelings, and speech is not developed or formed in the same way in all people. Some children not only mispronounce sounds but also cannot distinguish them. Such speech impediments make it difficult for children to master the lessons. In this case, speech therapists need help. It is known that students and speech therapists are responsible for correcting speech defects in primary school students. In order to identify speech defects, it is necessary to examine the child's speech, to study the causes of speech disorders. To do this, each child completes a speech checklist to determine which sounds are being pronounced correctly or incorrectly. Speech-conscious reading, teaching to speak and write, imparting knowledge of the language to students according to their age and understanding, increasing their vocabulary, developing attention and interest in the speech of others, the book is meant to evoke a love of reading.

Dactiology (handwriting) is used in the early stages of oral learning. It only serves as a tool for children to pronounce and master sounds. The focus of all elementary school reading activities is on speech development, which includes teaching literacy, developing fine writing skills, and broadening your horizons. These lessons should focus on more practical goals, develop skills in using language resources in speech, creative thinking, and cultivate students' language sensitivity. Improving their oral skills on a regular basis will provide practical assistance in related speech and writing. As you know, there are many different ways to accomplish these tasks. The use of fun and lively objects, techniques, and a variety of games and game-type exercises in effective literacy classes and in the acquisition of skills is effective. Textbook stories,





fairy tales, poems, and unfamiliar words in proverbs are read or explained aloud. Speech is the process of speaking and its outcome. In fact, speech is one of the highest, most complex, spiritual tasks of man. A specific function of a person that emerges in the process of social work as a means of exchanging ideas between people. Man perceives objects and events in the external world through the senses and through speech. Word signaling, that is, speech, allows a person to perceive existence in general. Speech organs are the various parts of the human body that are involved in the production of speech sounds. Active speech organs include the tongue, lips, soft palate, and passive speech organs include the teeth, hard palate, and nasal cavity. There are external and internal forms of speech, oral and written. External speech is primarily intended for communication purposes, so it should be structured in a way that is understandable to the audience. An inner speech that cannot be spoken or written, that is, a speech that is for itself, the mind? Self-knowledge plays a very important role in the process of thinking. Written speech (writing and reading) is functionally closely related to internal speech (whispering what is to be written, reading without sound).

It is well known that spoken language is the first stage of speech development and it is gradually improving. Spoken language is expressed in the oral narration of texts read. Conversational learning is a part of all lessons, but reading lessons should be a priority. Spiritual maturity is instilled in young school children through their mother tongue. Native language, including reading and speaking, is one of the most important tools in the educational process. Learn the practical importance of melodic reading, ie reading, in the regulation of students' oral and written speech, in ensuring their balance, in determining the nature and specificity of the national language, in reflecting the laws of expression and pronunciation. it is necessary to look for ways to improve the methods of reading, to adhere to the norms and criteria of literary language, and to put into practice the most convenient ones.

Thus, in every lesson, no matter what the subject is, our first task is to ensure that students read consciously, fluently, correctly and expressively, and to strive to improve their speech. It is well-known that speech is related to thinking, so it is cultivated in connection with thinking. Logical techniques such as analysis, synthesis, comparison, and generalization are used in order for students to consciously understand the work read, understand its main content and ideas. Different methods are used to analyze the work read. The children tell the main characters in the story, and under the guidance of the teacher make a schematic plan of the work (knot, culmination, solution). One of the tools to enhance students' speech in elementary school reading lessons is well-organized retelling. The school experience includes full,





abbreviated, selective, and creative retelling. It is much easier for primary school students to retell a text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in retelling should focus students on thinking about the details of the story, the causes and effects of the connection between individual events. The people involved in the development of the plot of the work, their behavior play a key role. Children better understand the content of the work by analyzing the participants and their behavior, characteristics.

The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place, the coherent narrative, and the interrelationships. The student uses not only analysis but also synthesis to tell the content of the work read with the help of the teacher's question: connects (synthesizes) some facts, compares them, discusses them and draws conclusions. Often, elementary school students do not understand the content of a work because they do not understand the behavior of the participants, sometimes incorrectly or superficially. Therefore, the teacher should be very thoughtful about the question, it makes the child think, think, discuss the behavior of the participants, the connection of events, help to compare them, to identify the pros and cons. should be. The more clearly the reader can visualize the behavior of the participants in the play, the more deeply he understands the main content of the story, the more independently he retells the story. A consistent retelling of the content of the work will help you plan it. When planning, the student breaks the story into parts and identifies the main idea of each part. All of this is analytical work. Then they move on to synthetic work, which means that children find titles for parts of the story.

During the teacher-led planning process, students think about what the primary and secondary issues are in each part of the story they read, and how to articulate the idea briefly and clearly. Working on finding a title, discussing a title that students have found as a team, and the planning process itself should activate the child's thinking ability, inculcating in them the skills of proving and reasoning. When reading and analyzing a work, a plan is written on the board to help retell the story. The task of storytelling is to master the content in a given sequence. Plan-based retelling is an insidiously independent form of storytelling rather than answering a teacher's question. The next step in mastering the content of the work is a short story. For short stories, simple works are selected, which are divided into 2-3 parts, which clearly distinguish these sections. The teaching of short stories is organized as follows: the teacher reads the first part of the story predetermined and together with the students the most important, main idea is determined. Students sometimes use words from the play. If this is difficult for students, they can state the main idea of the section in their





own words. Students then work with the teacher to shorten this section to determine what not to talk about and which are secondary or less important ideas. Similar work is done on other parts of the work, and students shorten the story and retell it. Students are taught to shorten the story from the 3rd grade. Selective storytelling is also one of the tools to develop children's thinking and speech.

## **Conclusion**

It should be noted that in speech development classes, special attention is paid to children's reading and storytelling. Teaching a teacher to retell and stage works of art, memorizing a poem, puts a great deal of skill and responsibility on the teacher. The more vividly the content of a work of art is expressed by the author, the more expressive and meaningful the speeches of the participants will excite children, the development of their emotions, the long-term memory of the events with the heroes of the work, the vocabulary. has a positive effect on the enrichment and grammatically correct formation of speech? Children can easily answer the teacher's questions about the work, repeat some words and sentences, describe the pros and cons of the characters, try to imitate the teacher and imitate their voice. The development, prospects, prosperity, spiritual growth of each country, its place among the most developed countries in the world - depends on young people with knowledge, high intellectual potential, noble qualities in heart and mind, mature and harmonious in all respects, the fate of the Motherland It is an honorable and at the same time responsible task for teachers and educators to bring up a generation of selfless, self-sacrificing and faithful people, to raise the quality of teaching to a higher level.

The historically formed content of the human experience is generalized verbally, and its narration and assimilation implies that speech is also involved in this process. Speech opens the way to all the achievements of human culture. In general, the formation of the individual and all the basic mental processes (perception, thinking, etc.) is also associated with the development of speech in the child. The special role of speech in the mental development of a child makes it very important to know the conditions and factors that contribute to his development at different stages. With the development of speech, the question of the driving forces is also important, as it occurs in the form of rapid jumps. To look for the optimal form of organization of methods that allow to ensure a high level of mental and verbal development of students in primary school, the formation of their language skills, to address issues of content and forms of such training in theoretical and practical research new methodological recommendations are being developed. Effective use of the given





opportunities, ensuring the effectiveness of the quality of education requires great pedagogical skills, high competence and creativity of a modern teacher.

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