



## THE ROLE OF THE CONCEPTS OF "SPEECH ACTIVITY" AND "SPEECH CULTURE" IN SPEECH DEVELOPMENT OF PRIMARY CLASS STUDENTS

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### Abstract

This article focuses on the development of creative thinking in primary school students and provides scientific and methodological recommendations for the formation of the concepts of "speech activity" and "speech culture" in primary school students.

**Keywords:** primary class, speech, method, recommendation, technology.

The methodology of teaching the mother tongue in primary grades explains the theory of practical works, such as teaching the basics of the primary language to students, providing an understanding of existence and society through literary education, comprehensive development of the student's personality, among pedagogical subjects.

The method of teaching the mother tongue in primary grades has its own subject, and it determines its goals and tasks based on the normative documents of our state and the law and decisions on education.

Today, in the process of fundamental reform of the field of education, the fundamental improvement of the structure and content of education of general secondary educational institutions, in particular, primary education students, is gaining priority . For this purpose , Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", Decree No. 931 of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan dated October 12, 2019 "Decree of the President of the Republic of Uzbekistan dated October 8, 2019 Decree No. PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", Resolution No. PQ-3931 of September 5, 2018 "On measures to introduce new principles of management into the public education system", as well as the Republic of Uzbekistan Resolution No. 187 of the Cabinet of Ministers of April 6, 2017 "On approval of state educational standards of general secondary and secondary special, vocational education", President of the Republic of





Uzbekistan of April 29, 2019 " On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" PF-5712-con pharmonide Based on the content of the priority tasks, it is intended to improve the content of the training processes of primary education students and science teachers and to increase their professional competence.

In particular, the formation of speech culture in primary grades is a pressing issue today. Working on correctness of speech, improving the speech culture of elementary school students is considered one of the main areas of the teacher's educational and methodological activity.

The issue of the formation of speech culture occupied a central place in the works of Eastern thinkers of the distant past. Farobi says this about speaking correctly, making logical conclusions, and being a meaningful and beautiful speaker: "When it comes to how to teach and receive, how to express, explain, how to ask and how to answer, the first of the sciences about this is related to bodies, i.e. I affirm that it is the science of language that gives names to substance (independent, self-existent) and accident (appearance by chance).

The second science is grammar: it teaches how to arrange the names given to bodies, and how to compose words of wisdom and speech expressing the arrangement of substance and accident, and the result.

The third science is logic: it teaches how to arrange propositions according to logical figures in order to produce certain conclusions, by means of which we can know what we do not know and judge what is true and what is false.

The term "speech" is derived from the Arabic word "speech"; means the ability to speak. The use of language in the processes of expression and exchange of ideas; the process of using language tools by the speaker and the derivative of this process.

It is known that many people have been interested in the place and role of speech and thinking in human life since ancient times. Thinkers such as Farobi, Zamakhshari, Beruni, Ibn Sina, Yusuf Khos Hajib, Kaikovus, Alisher Navoi mentioned speech as one of the signs of spiritual maturity in their works. For example, Farobi says about the power of speech: "...the power of speech (speech) is such a power that a person acquires knowledge and skills with the help of it, he can distinguish between ugly and beautiful actions in his behavior, and he can do things that are necessary or not, thus together he understands what is harmful and what is useful, what is tasty and what is bitter."

M. Koshgari's work "Devon-u lug'otit turk" contains the proverb "The beginning of manners is language". This shows that our great ancestors emphasized the importance of language in the formation and development of human spirituality. Yusuf Khos





Hajib says that learning, understanding and knowledge are revealed in a person through language and words, and calls for fluency in speech: "Language is the interpreter and translator of learning and knowledge. Enlightenment, goodness and goodness come to a person because of the language, it is necessary to know it well. A person finds fame and reputation through language. ...Never talk too much. In very few words. "Write down the word knot with one word, that is, divide it in order to absorb more meaning into few words" [101; p. 12].

Kaikovus in his work "Nightmare" recognizes the culture of speech as follows: "... when you speak in front of the people, let your words be beautiful, let the people accept these words. Let the people know that you have reached a high level with your words, because a person's career is known by his words, ... everyone's condition is hidden under his words. [46]

The issue of developing the speech of elementary school students is solved in current methodological literature on the basis of different approaches to knowledge about language, vocabulary and speech culture.

A number of our scientists have given a number of valuable recommendations on the issue of increasing students' speech in the process of teaching their mother tongue. In particular, scientists such as Doctor of Pedagogy K. Abdullayeva, Professor K. Kosimova, B. Turdiev, A. Gulomov, M. Askarova, S. Matchonov, Sh. Yusupova, T. Ziyodova have been researched, written, and literary creative works have been organized. in practice, the students noted methodological recommendations on the importance of speech fluency.

Methodical manual "Speech development in 1st grade" describes the methods of teaching students to pronounce sounds and words correctly, organizing logical exercises independently, using didactic materials and demonstrations.

In the manual "Uzbek language teaching methodology" created by B.Tokhliev, M.Shamsieva, T.Ziyodovalar, special attention is paid to the methodology of developing students' speech and enriching their vocabulary depending on grammatical topics in preparing future specialists for school education [90]. Various exercises that ensure the acquisition of knowledge about all subjects taught in the primary school are focused on the formation of students' literate writing, correct pronunciation and oral speech skills, assimilation of educational subjects in order to enrich the vocabulary of students, and the formation of oral and written speech culture.

Increasing students' cognitive activity, making them interested in reading and forming independent knowledge skills in them is an urgent problem. It is known that,





along with concepts such as cognitive activity, cognitive activity, and cognitive initiative, cognitive independence is of great importance.

The more creative activity of students is developed in mother tongue classes, the more easily they perform mental tasks set before them. As the student learns the secrets of working on tasks, he develops the ability to think creatively. Therefore, the formation of highly developed oral and written speech in the classes of the mother tongue not only creates an opportunity for students to gain in-depth knowledge, but also allows them to apply theoretical knowledge in practice. Since this is the case, every topic and task included in the mother tongue textbooks should be aimed at this goal first.

Grammatical knowledge and skills related to speech and spelling given to students in the primary grade are considered to be thoroughly mastered only if they are used not only in some words and sentences spoken by students, but also in logically thought-out examples and essays. In order to develop the ability of the student to create an independent text, first of all, it is necessary to work on the development of his oral speech. Because as much as the student's oral speech has developed, it is also reflected in his written speech. A student should have a certain level of vocabulary in order to describe an event either in writing or orally, to be able to find words and phrases suitable for the content of the topic, and to be able to use them in their place in the speech in order to clearly express the opinion on this or that topic.

In the textbook, it is noted that the task of the method of speech development should create the need and interest in students for mutual communication, talking with others - communication. Only then will the child's speech gradually develop, and he will develop a sense of paying attention to his own speech. Speech not only helps the student to communicate with other people, mastering speech is also a means of understanding existence.

The analysis of studies showed that speaking knowledge and speaking skills are two different phenomena. Speaking knowledge is acquired on the basis of acquiring knowledge of all areas of the language, and speaking skills is the use of the speech system in different speech styles. During speech activity, a person pays attention to the meaning of the word, not the word, and chooses the right word to clearly express his opinion. The ability to quickly adapt to the direction of speech, to plan, to find language tools to develop the content of speech, and to be able to put them into circulation is considered a speech skill.

K. D. Ushinsky said that "developing the ability to speak in children means almost the same thing as developing logical thinking in them." Logical thinking is formed and developed in the primary grades and improves throughout life. Human thought is expressed in the forms and means of language. No matter how complex the content of





thought may be, it can be consistently reflected with the help of syntactic constructions and morphological forms of language. Thus, mastering the language, having a sufficient vocabulary and grammatical forms lays the groundwork for the development of thinking.

Speech is a specific way of life as a separate type of social activity in the process of expression and exchange of language, and the processes of its oral and written manifestation, that is, the process of speaking, and its result are understood. In linguistic theory, the concept of speech is contrasted with the abstract concept of language, which is a system of means of expression accepted in a specific language community, and with the specific, somewhat more general concept of language, which is one of the most characteristic manifestations of social existence. Written speech differs from oral speech in the fact that it is somewhat formed, the choice of words is very careful, it is grammatically clear but complex, and it cannot use the tone, facial expressions, and hand movements characteristic of oral speech.

Speech is closely related to a person's thinking, his consciousness. A person's thoughts are formed in speech, and on the basis of speech, it becomes possible to abstractly reflect the existence in a general way, to think logically and conceptually, leaving the sphere of individuality and becoming a product of society. Speech is of great importance in the development of human consciousness in the manifestation and action of sensitivity, perception, memory, thoughts, emotions, will of a person.

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