



TOOLS FOR DEVELOPING ORAL SPEECH OF PRIMARY CLASS STUDENTS IN READING LESSONS

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ANNOTATION

This article describes ways and means of developing oral speech in primary school reading classes with analytical ideas and examples.

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INTRODUCTION

Speech has two forms: oral and written speech. although these are interconnected, each has its own characteristics. In oral speech, sounds and words are received through the hearing organs when they are pronounced through speech. Therefore, in the development of oral speech of students, we must first identify the reasons for the shortcomings in their speech and find ways to eliminate it. A student who does not know how to speak beautifully, is literate, writes correctly, and expresses his thoughts fluently and clearly cannot master knowledge successfully. If the speech of every person is beautiful, perfect, pronunciation is clear and fluent, the scope of thinking is wide and the perception is deep. Human beings express their inner feelings through speech, and speech is not the same, fully developed or formed in all people. Some children not only mispronounce sounds, but also cannot distinguish them from each other. Such defects in speech create significant difficulties for children in mastering lessons. In such cases, a speech therapist will need the help of training.

MAIN PART

It is known that teachers and speech therapists are responsible for eliminating speech defects of elementary school students. It is necessary to check the child's speech and study the causes of speech disorders in order to identify pronunciation defects. For this purpose, each child fills out a speech check sheet and determines which sounds he pronounces correctly or incorrectly. Speech development - teaching conscious reading, speaking and writing, providing knowledge about the language that is appropriate for the age and understanding of students, increasing their vocabulary,





paying attention and interest in the speech of others. Stirish means to instill a love for reading.

Dactyology (hand alphabet) is used in the early stages of teaching oral speech. This thing serves only as an auxiliary tool as children learn and pronounce sounds. Speech development is the leading place in all the activities conducted in the elementary school mother tongue classes, which includes the tasks of teaching literacy, forming beautiful writing skills, and expanding the scope of thinking. In these lessons, it is necessary to aim for more practical goals, to form the skills of using language resources in speech, to think creatively, and to educate students' language sensitivity. Regular development of their oral speech will provide practical help in composing speeches and texts.

It is known that there are different ways to perform these tasks. Giving a wide place to practical activities in literacy classes and using interesting and lively things, technical tools, and various games and game-type exercises in instilling skills will give effective results. Stories, fairy tales, poems and proverbs related to the textbook are explained by reading or listening to unfamiliar words. For example, the games "Who is sensitive", "What is this", "Say your name"³. These types of exercises are conducted in order to test and strengthen students' mastery of a new letter after learning it. The teacher types the letters on the board in a certain order and after reading it, he teaches it to the students in turn. Then some letters are replaced without the children noticing. In this, students' sensitivity and ingenuity are evaluated and encouraged. In labor education classes, great attention is paid to the development of students' speech, and the use of educational games has a good effect. For example: "We are expecting a guest", "Vegetable and fruit shop", "Who can make the most things out of a ball?". Using our national values and Uzbek heritage through games, it is possible to instill in the child such qualities as dignity, kindness, manners, respect for parents and elders. For example: in the game "Polite boy", the class is divided into groups, and one student from each group participates:

Teacher: "Well, children, what does a polite child do when he gets up in the morning."

Teacher: - A polite child wakes up early, trains his body, greets his parents and family members.

Student: - How does a polite child greet?

Teacher: - He greets with "Hello" and then has breakfast.

Teacher: - How a polite child sits at the table.

Teacher: - A polite child sits below the adults, says "Bismillahir rahmonir rahim" and extends his hand to the table after the adults, does not speak with food in his mouth. After such questions and answers, the answers of the groups are explained, the points





they have collected are announced and encouraged. This type of lesson-game training prepares children for hard work, increases their independent, creative activity, vocabulary, helps to develop their speech, and strengthens the coherence of lessons. Thus, in each lesson, regardless of what subject it is, our first task is to achieve conscious, fluent, correct and expressive reading of students, to try to develop their speech. These activities will help students to demonstrate, analyze and consolidate the knowledge they have acquired during the year, to develop their oral speech, and to develop their memory.

RESULTS

One of the means of developing students' speech in primary school reading lessons is a well-organized retelling. There are full, abbreviated, selective and creative retellings in the school experience. For elementary school students, it is easier to retell the 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 the retelling should make the students think about the details of the story, about the cause and effect of the connection between some events. The persons participating in the development of the plot of the work, their behavior plays the main role. Children can better understand the content of the work by analyzing the characters and their behavior. The teacher's question should be directed to telling about what the heroes of the work did, where and under what conditions their actions took place, to a consistent description of the events and to clarify the interrelationship. When the student tells the content of the read work with the help of the teacher's question, he uses not only analysis, but also synthesis: he connects (synthesizes) some facts, compares them, discusses them and draws a conclusion. Often, elementary school students do not understand the content of the work as a result of not understanding the behavior of the participants, sometimes incorrectly or superficially. That is why the teacher should formulate the question very thoughtfully, it forces the child to think, to think, to discuss the behavior of the participants, the connection of events, to compare them, to determine their positive and negative aspects. should be. The more accurately the reader can describe the behavior of the participants in the work, the more he will understand the main content of the story, the more he will retell it independently. Consistent retelling of the content of the read work helps to plan it. In planning, the reader divides the story into parts and identifies the main idea in each part. All this is analytical work. Then they move on to synthetic work, that is, children find titles for parts of the story. In the process of making a plan under the guidance of the teacher, the students think about what the primary and secondary issues are in each part of the read story, and how to express





the idea briefly and clearly. Working on finding a title, discussing the title found by the students as a team, and the process of making a plan itself should activate the child's thinking ability, inculcate the habit of proving and justifying his reasoning.

CONCLUSION

If the plan made in the process of reading and analyzing the work is written on the board, it will help to retell the content of the story consistently. The task of telling a story based on a plan is to master the content in a given sequence. Retelling based on the plan is a somewhat independent form of telling the content of the work compared to the teacher's questioning.

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