



PEDAGOGICAL PRINCIPLES OF SPEECH DEVELOPMENT OF STUDENTS OF PRIMARY CLASS AGE

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Abstract. Pedagogically justifying that the development of speech skills of primary school students is the need of the hour.

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As our honorable president Sh.Mirziyoyev said, today we need to educate students to be able to respond and express their speech independently, to freely speak in circles. Therefore, the issue of speech development is an urgent issue. This places a great responsibility on us pedagogues. From time immemorial, our ancestors paid great attention to the culture of speech and behavior. In addition to being rich, the speech should be decorated with beautiful words. Alisher Navoi, our grandfather, did not compare words to sadaf for nothing. Our ancestors paid particular attention to speech. The wise words of our ancestors about language and speech are a proof of this. In his works, our grandfather Alisher Navoi considered a person who does not care about his language, i.e., his speech, to be a person who does not pay attention to his people and is disrespectful.

Not only Uzbek scientists, but also a number of foreign scientists worked on language and speech. Our scientists, such as Ushinsky, Vodovozova, Leontov, aimed to improve the speech skills of children of primary school age in their native language.

In particular, if we study Ushinsky's work, he recommended to develop vocabulary, acquire the riches of the mother tongue, and learn the laws of the language and their grammar step by step.

Vodovozova is considered a follower and student of Ushinsky and made a significant contribution to his work. He, like his teacher, advocated the importance of fairy tales, especially folk tales, in the development of speech. According to Vodovozova, fairy tales enrich children's imagination and strengthen their memory. It helps children to





express their speech figuratively. Expressions and similes used in fairy tales make speech rich and beautiful.

Leontev studies speech as a means of demonstrating language ability and presents it to the public. As a result of his research, he divides speaking ability into four: reading, writing, listening and speaking.

Speech is the main means of expressing human thoughts. Children's speech is formed from a young age. The first manifestations of speech begin to appear in the family. Pupils develop and enrich their formed speech. It is put into a system based on standard templates. Students' speech is manifested in monologic and dialogic forms. Through a monologue, students express their independent opinion. Although this speech is formed in students from a young age, it is not developed. In order to develop this, students should be taught to memorize more poems and retell fairy tales and stories. Through this, the art of speaking is formed in children. The better the monologue is formed, the easier it is to develop. Through a monologue, students can express their thoughts independently and express their speech clearly and fluently. Monological speech is distinguished from other speeches by its independence, completeness, mutual content and logical connection between thoughts. We pedagogues should teach and explain these things to students. Monologue speech is the ability to tell a story based on a picture or topic and retell what you hear. This is the purpose of the monologue. That is, its purpose is to provide information about a fact and message.

Monological speech should be formed in children from the pre-school age. At the age of elementary school, the ability to speak monologue develops. At this age, the formation of individual speech skills is a little more difficult. Because children of primary school age can express their opinion independently. He will have the ability to criticize the surrounding events. Children ask a lot of questions when they are young. At the same time, their speech is formed. Children develop monologic and dialogic speech at the same time. That is, children can simultaneously express their opinion on events in the environment, as well as justify their attitude to them with discussions and disputes. So, based on this, we can draw the following conclusion: dialogic speech is formed in children on the basis of monologic speech. Monological speech serves as the basis and foundation for dialogic speech.

Nowadays, not only children, but also adults have difficulty expressing their speech. The reason for this is excitement, the inability to speak in front of many people, lack of public speaking skills, and lack of vocabulary. The reason for the lack of formation or poor quality of speech skills in people or children is that they are not formed from early childhood and are not developed later. In the formation of speech skills, we, the





pedagogues, occupy the main place. If parents are responsible for the formation of speech in the family, we pedagogues are responsible for the formation and development of the speech of children of preschool and junior school age. We, pedagogues, should work individually with each child, study his speech defects and help eliminate the defects in children's speech. We are all equally responsible for students' speech to be fluent and beautiful, and for the continuation of speech.

Pupils develop and develop their speaking skills on the basis of dialogical speech. Since dialogic speech is a conversation between two or more people, this speech skill is formed in children in the family environment. By starting a conversation with family members, children develop speech skills. Dialogic speech is the main form of children's communication with adults and peers. Dialogic speech is considered a form of free speech, and it helps to enrich students' vocabulary, increase students' grammatical knowledge, and acquire fluent speech skills. Dialogic speech mainly appears in the form of a conversation. Dialogic speech skills are formed and developed in students in the process of engaging in conversations with their peers, friends, and adults at home at school or on the street. The teacher can use the children's prepared and unprepared conversation to develop children's dialogic speech. In an unprepared conversation, the pedagogue can present to the students in the parts of the lessons, that is, in the form of an additional task or game. In this, the children discuss the given task with their classmates and exchange their opinions. Not all students may be able to complete this task. Our task is to work with a student whose speech is not developing and develop his speech. The pedagogue prepares the students during the lessons for the prepared interview. In this case, the teacher tries to explain the subject of the conversation to the students in the form of a brainstorming session several days in advance, and as a result, the students' attention is focused on the subjects and tools related to that topic. The topic of the conversation should be suitable for the age characteristics of the students.

Also, students' speech can be developed with the help of fast speaking and songs. Speaking quickly teaches students to be present. Fast sayings are also useful for students with speech impediments because they are based on alliteration. On the basis of songs, students' monologue speech develops. Grammatical and linguistic skills of students will also increase with the help of rapid pronunciations. Grammatical and linguistic skills help the speech to be fluent and continuous. It enriches the students' vocabulary. Conversation is the most effective way to improve students' speech. Conversation is the most effective way to develop speech in the family, on the street, in educational institutions. Whether the speech is monological or dialogic, it will be fluent and beautiful based on the students' vocabulary. In order for the speech to be





beautiful, students need to be able to choose the right words. A correctly chosen word also ensures that the speech is meaningful and effective. For example, more artistic style is used for monologue speech. That is, in monologic speech, more artistic style words are used. Dialogic speech is more characteristic of conversational style. Because dialogic speech occurs in the process of conversation. In the process of conversations, students' speaking skills develop. In the process of conversation, students' vocabulary also increases. It also differentiates words with similar meanings. As a result, their methodological skills in using words will increase. Due to the increase in vocabulary, students' speech also increases. But not every word can be used as a word. Students often make stylistic mistakes related to the use of words. In order not to make such mistakes, we pedagogues should teach students the dictionary meanings of words. Explaining and teaching the meanings of words from primary school forms and develops the skills of correct use of words in students. This will help students to enrich their vocabulary and learn to use words correctly and accurately in the process of speaking. If children have a well-developed vocabulary and the ability to use words correctly, it will not be difficult for them to engage in speech operations.

The ability to use words correctly in students is not formed directly. Students develop the skills of using words correctly by listening, teaching, and seeing. Students' speech skills are formed by independent reading of fairy tales, watching cartoons on TV, or listening to a text in audio form. Therefore, we, as parents and as pedagogues, should work with students. Parents are responsible for speech formation. Developing, enriching and strengthening the skills of structured speech is the task of us pedagogues. Pedagogues are mainly responsible for the development and strengthening of structured speech.

Since students learn their first words in the family, the main place of speech development is the family. But some parents cannot always spare time to talk with their children. As a result, children's speech skills may not develop properly. In this situation, children get basic information from TV, Internet or other sources. This phenomenon causes the students to overextend their speech or to lose their speech. Since the child does not get the attention he expects from his parents, he may say excessive and unnecessary things in order to attract attention to himself. Or, on the contrary, he may not speak at all because no one has heard him. In the first case, the student gets the wrong impression. In the second case, speech is not formed. Through the growth of speech, students can express their opinion independently. He will have independent thinking and a broad outlook.

The most effective way to develop speech is storytelling and retelling. Telling a story about a topic is also a proven and effective way of developing speech. Retelling can





also be used a lot. We use this method directly in the process of normal daily conversation. During the day, children retell what they have seen or heard, what they have learned. Of course, not every child can express this. In this situation, it is appropriate for us adults to help them develop their speaking skills by having a conversation based on the events of the question-and-answer session. In this way, we are considered to have created conditions for students to develop their speech. The storytelling method is used more in the educational process. Students can independently express their opinion on the topic. That is, he can analyze a given topic or story, draw a conclusion, analyze it. Students are given opinions on a topic. It is advisable to provide images or short keywords related to the topic. During such exercises and assignments, students' ability to think independently is formed and gradually develops.

Language is a tool that creates speech. Therefore, the richness of the language vocabulary is the main tool of speech development. So, how is our vocabulary enriched? We need to listen a lot and read a lot of works of art to enrich our vocabulary. Children of junior school age develop their vocabulary through fairy tales and stories they hear from their parents or teachers, since they are not yet literate in the 1st grade. After they become literate and develop independent reading skills, they enrich their vocabulary by reading additional literature.

Only when these practices are taking place, it is necessary to monitor the students and ask them what they have learned. It is necessary to conduct a conversation with the students and learn their opinions, to help eliminate errors and shortcomings. It is necessary to encourage them for their achievements.

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