



TECHNOLOGIES OF SPEECH GROWTH THROUGH TEACHING ART WORKS TO PRIMARY SCHOOL STUDENTS

Hotamova Malikabonu Farhod qizi

Abstract:

The article describes the methodology of teaching works of art in the development of speech in primary school, its features, to identify the causes of shortcomings in the development of students' oral speech, ways to overcome it, communicative skills that need to be formed in students by achieving speech development in a quality teaching process.

Keywords: speech, aspects of speech, works of art, storytelling, fairy tales, education and upbringing, norms of literary language, art of thinking and speaking, quality of education.

Introduction

Education is a collaborative activity of teachers and students, including the process also carries out the development of the individual, his education and upbringing. In the lessons, the teacher has his knowledge, skills and qualifications in the means of training it is delivered to the students, and from it as a result of the students mastering it will have the ability to use. Students in the learning process different manifestations of appropriation are used, that is, specific when receiving, processing and practicing the information being appropriated relies on differences. Lesson of teachers and students in the educational process instant cooperation, independent work of students, extracurricular activities educational and educational issues in the form. Lesson of teachers and students in the educational process instant cooperation, independent work of students, extracurricular activities in the form of education and upbringing issues are solved [1].

Discussion and Results

In the reading classes of elementary grades, although not scientifically, in practical terms, works of different genres are studied by reading. To reading textbooks, basically, in a genre such as story, poem, fairy tale, parable, proverb, epic, narrative and Riddle works included. In addition to these, popular science works are also taught.

The construction of works of art of different genres, in terms of style, has its own characteristics having, their impact on students will also be different. Naturally, to





each genre the text of the old work also has its own characteristics linguistically. For example, poetic the text of the works is from the text of the story, the text of the fairy tale is from the text of the poem, A Popular Science article the text is fundamentally different from the text of works related to the genre of parables. Riddles when the subject is assimilated by comparing the similarity between event and event, the content of Proverbs assumes interpretation by means of life examples. Accordingly, when reading works of art of different genres, the choice of methods suitable for it from the teacher required [2].

A consistent retelling of the contents of the work read follows his plan helps to structure. When drawing up a plan, the reader divides the story into components and determines the main point in any part. All this is analytical work is. Then the synth goes to work, that is, the children title the parts of the story will find. Students were read in the process of drawing up a plan under the guidance of a teacher what the main and secondary issue consists of in each part of the story about, they think about how to express an idea briefly and clearly. Finding a title working on, discussing the title readers find as a team, plan the compilation process itself is the activation of the child's ability to think, in which his own he must prove his reasoning, educate his reasoning habits. Reading and analysis of the work when the plan drawn up in the process of making is written on the board, a consistent retelling of the content of the story helps to do. The task of telling a story according to the plan is given the content is mastery in consistency. Retelling teacher question answer based on plan the trick to telling the content of the work in relation to giving is an independent form.

The next stage in working on mastering the content of the Read work, summarize is storytelling. Cut into 2-3 parts for short storytelling, this is sections are selected works that are clearly distinguished, the content of which is simple. Training in retelling is organized as follows: the teacher is in advance of the story read the first part of the tagged, and together with the readers, the most important, the main point is determined. In this, readers sometimes use the words in the work use. If this makes readers difficult, then the main point in the section is its own words can tell with. Then the students share this part with the teacher what should not be mentioned in the short story, which is the second they determine whether it is a graded or less significant idea. Other parts of the work such work will be carried out on the surface, and the readers will shorten the work again narrates. Starting from Grade 3 to shortening and narrating a read work taught. Selective storytelling also fosters children's thinking and speech one of the tools [3].

In selective storytelling, the reader:

1) by consciously separating part of the text he reads, its boundary gives;





- 2) tells only one story from the story;
- 3) tells the content of the story only in one plot line.

Children begin to form selective retelling skills methodical methods that are widely used in an annotated reading lesson will help:

- 1) storytelling based on a drawing on a narrative part;
- 2) storytelling based on a painting depicting an event in a story;
- 3) to answer questions that require selective retelling.

The reader analyzes the text read as it prepares for selective storytelling. Such an analysis cultivates children's thinking, independence in their speech, and read helps to master the content of the text. In connection with reading the story the creative work carried out also cultivates the speech, thinking of students. These are:

- 1) creative retelling;
- 2) insensitization;
- 3) drawing on the work read;

1. The conditions of the story read in the creative retelling, either the form the story will be changed, or the story will be filled with new episodes is made.

2. Staging or staging a story in which readers read they change it. To do this, they tell the story about the script, the costume, thinking about the gesture of the participants, the monological speech is dialogic they turn into speech (this is the most important work from the point of view of teaching the language). 3. Drawn by student artists when painting to a Read Story from the pictures, the reader chooses a picture corresponding to the content of the work or draws a picture himself.

If the reader is not able to draw a picture well, verbally paint the one he wants to draw describes, that is, draws a picture with a word.

4. The method of continuing the learned story is widely used in school experience. This the method is used in works where the content of the story allows it to continue. Plot, composition, heroes of the story in the elementary grades various analysis on learning is carried out on the basis of work on the text. In this the student's creative activity increases, the range of creative thinking expands [4]. The following works on the basis of the text on the assimilation of the content of the story is performed:

1. Answering teacher questions about the content of the text.
2. Completing questions-tasks based on the text of the story.
3. Drawing up questions from readers on the content of the story.
4. Draw pictures to match the content of the story.
5. Dividing the text of the story into parts.
6. Find the title in each section.
7. Making a plan for the story.





8. Plan-driven retelling (complete, abridged and creative retelling).
9. Write a statement based on the plan.

The intelligibility of the text of the story being read in the analysis is decisive has. Intelligibility refers to the uniqueness of the artistic world created by a writer, referring to the compliance of the figurative image with the level of knowledge, life experience of the reader holds. In the study of the story, questions are usually asked by the teacher, but the work to readers on the opening of the content, the behavior of the participating persons it is also very useful to salt the question. This method is very popular with children and invigorates work, master the skill of a good understanding of the content of the work, a consistent statement of one's own opinion, in keeping the connection between content and events fully remembered, readers are told helps.

When working on a fairy tale, it is necessary to tell the children not only to read the fairy tale, but also to tell it it is also important to teach to give. Telling a fairy tale will grow oral speech, children it enriches its speech with new words and phrases [5]. Work on Proverbs presented in fairy tales, which are being put forward in them communication of ideas to the minds of children, by memorization, by connecting speech growing, it is necessary to increase the effectiveness of speech. For example, in the fairy tale "The Honest boy" (1st grade), the story is told that the boy, by his truthfulness, was pleasing to the King. And the conclusion corresponding to the idea of a fairy tale is the proverb "Speak correctly, even if a sword comes to your head represented by. When readers understand the content of this proverb, They themselves they can make a fairy tale like the one above and tell a story [6].

After reading the fairy tale and being introduced to the content, the reader is satisfied, opposite, the meaning of the words juice, good deed, khivchin, muhaiyo is asked. Answers are completed, summarized. In the process of working with the text of a fairy tale, the artistic means used in it: it is also important to work on revitalization, metaphors, exaggerations [7].

Taking into account all the above points, the lessons of the study of fairy tales construction may refer to:

1. Introducing a fairy tale:
 - a) Preparing Students for the perception of a fairy tale;
 - b) the teacher's expressive reading of the fairy tale, the recitation of iodine and etc.
2. In order to determine to what extent readers perceive the fairy tale brief interview;
3. Reading and analyzing a fairy tale in parts; some pictorial in it tools, finding meaningless words, dictionary work (meaning of certain words disambiguation);
4. Preparing to tell a fairy tale (reading inside); Progress, prospects, well-being, spiritual rise of each country, world ranking among the most developed countries-





educated, highly intellectual it depends on young people who have potential, embodied noble qualities in their hearts and minds considered mature and harmonious in all respects, serving diligently for the fate of the motherland quality and content of raising, teaching, selfless, confident generation getting to the top in terms of teacher and educator coaches first it imposes an honorable and at the same time responsible task on it [8]

Conclusion

In place of the conclusion, it should be noted that in speech cultivation Sessions, especially great importance is attached to the fact that children read and narrate works of art is given. Teaching fiction to retell and making them staging, memorizing poetry imposes great skill and responsibility on the teacher.

The more vividly expressed by the author the content of the work of art, then when the speeches (sentences) of the participants are conveyed to children expressively, meaningfully, it excites children, to the development of their feelings, with the heroes of the work to the long memory of the events that will happen, to the richness of his dictionary, as well as it has a positive effect on the grammatically correct formation of speech.

REFERENCES

1. Law of the Republic of Uzbekistan “on education”. // Harmonious generation. The foundation of the development of Uzbekistan. T.: East, 1997.
2. National Training Program. // Perfect generation of Uzbekistan development Foundation. T.: East, 1997.
3. State educational standards and curriculum of general secondary education / / Uzbekistan Bulletin of the Ministry of public education of the Republic, Special Issue T.:East, 1999.
4. The state educational standard in the new edition on primary education / / Boshl. Thal. magazine. Tashkent, 2005. N^o5. Pp. 5, 6, 8-9.
5. Curriculum in the new edition of primary education / / Boshl. Thal. magazine. Tashkent, 2005. N^o5. Pp. 21-33.
6. Zunnunov A. et al. Methodology of teaching literature. T.: Teacher, 1992.
7. Rafiev A. Uzbek Alphabet and spelling based on Latin script. T.: 2003.
8. Gulomov A. Principles and methods of teaching the native language. T.: Teacher, 1992.

