



THE USE OF INNOVATIVE METHODS IN THE WORK ON SPEECH DEVELOPMENT IN THE LESSONS OF THE NATIVE LANGUAGE IN ELEMENTARY SCHOOL

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Abstract:

Language and speech development are crucial areas of learning for students in elementary school. Mastering one's native language lays the foundation for future academic success. However, traditional methods of teaching language and speech can sometimes lack engagement and innovation. This essay will argue that utilizing innovative methods in lessons focused on speech development can greatly enhance student learning outcomes in the native language.

Keywords: teacher, knowledge, educational tools, technologies, strategies, innovative methods

Introduction:

Uzbekistan's well-deserved place in the world community as an independent state has led to great achievements in establishing cooperation with various developed countries of the world in the field of political, socio-economic education.

In the short period after independence, there was a huge change in the educational system, we had universal discoveries and achievements.

As you know, science and education constantly develop in unity and change. The attention given by our government to the issues of further development of the educational system, training on the basis of modern methods and technologies with a deep study of the experience of foreign countries is becoming very large.

It will not be an exaggeration to say that the penetration of innovative and pedagogical technologies into the field of education of our country was a period of fundamental upheaval in education.

Innovative technology and methods in this learning process, the main supervisor-teacher, the administrator - student's education is directed at together, and in the process requires the qualities of independence and creativity from both the teacher and the student.

The innovative technologies and techniques currently used in the educational system are of great importance for students to occupy high levels of knowledge and make





them think, have their own personal and independent views. Each teacher must thoroughly study and research up to every element of innovative pedagogical technologies that he will apply in the lesson before passing the lesson.

Educator-that is, the child leader, it is necessary that the child not only give a ready-made thought, but also expand his mind, teach him to be able to find tools that allow him to explore the universe.

We have been working in a traditional style for several times. True, even in this system, children were given a bill, knowledge, skills and qualifications of students were formed. The teacher also moved the student in the same shell, which can be said to be a molded system, in both of which the responsibility was lost.

Currently, the main pedagogical technologies are Imperial, cognitive, heuristic, creative, inversion, adaptive, inclusive and other technologies. Being able to choose these technologies in the course of the lesson depends on the skill of the teacher.

Research Methodology

In elementary class native language lessons, the independent method of work is mainly used in the process of working out exercises in the part of strengthening the studied topic. In the elementary grades, work is carried out on the formation of such concepts as "noun", "adjective", "number", "verb", "pronoun" from morphology; "sentence", "possession", "cross-section", "second-order comma", "irregular comma", from word-making; concepts such as "noun", "suffix", "cognate words" from word-making.

The teacher should clearly bring to the eyes what is the concept in order to control the process of formation of concepts, the correct Organization of the mental activity of students, the features of the process of learning the concept, under what conditions the assimilation of the concept will be more consequential.

Thanks to these properties of the grammatical concept, the concept in readers is formed with a lot of difficulty. To learn the grammatical concept, abstract thinking must be developed to a certain extent. Abstract thinking occurs in the educational process and requires special exercises. It is necessary that these exercises are aimed at the formation of certain mental skills and linguistic imagination, as well as the sum of knowledge.

Analysis and Results

FSMU innovation can be utilized while tackling dubious issues, leading conversations, or toward the finish of a preparation course (to know understudies ' sentiments about a preparation class) or while concentrating on a part founded on





an educational program, since this innovation permits understudies to protect their perspective, autonomous and free reasoning, to sensibly offer their viewpoint to other people, to contend straightforwardly,, how much they are procured, they likewise show understudies the way of life of discussing.

This innovation is done in a few phases:

Stage 1:

- the instructor, alongside the understudies, characterizes the subject of the discussion or the issue to be talked about or the part contemplated;
- the educator gives data to understudies that in the example, first every understudy works separately, then works in little gatherings, lastly, toward the finish of the illustration, fills in collectively;
- during the illustration, it is referenced that every understudy can completely express his perspective uninhibitedly.

Stage 2:

- papers are dispersed to every understudy with 4 phases of FSMU innovation:
F (express your psyche);
S (show justification for your remark proclamation);
M (give a model (evidence) by demonstrating the explanation you determined);
He (sum up your viewpoint).
- Every per user supplements the 4 phases of the FSMU on paper, circulated separately, with a composed assertion of their viewpoints.

Stage 3:

- when every understudy has finished their papers, the educator implores them to be isolated into subgroups, or he, at the end of the day, will separate the understudies into subgroups utilizing different gathering division techniques;
- the educator disseminates huge arrangement papers with 4 phases of FSMU innovation written to each gathering;
- the educator offers little gatherings to be written in 4 phases, summing up the feelings and contentions in the papers composed by everyone in a huge configuration.

Stage 4:

- in little gatherings, every understudy initially presents the individuals from the gathering with their viewpoints at each stage they compose. When the gathering individuals ' suppositions have been all considered, the little gathering individuals start to sum them up;
- the individuals from the gathering get ready to guard the FSMU by summing up the 4 phases in every one of them;





-at the hour of speculation of Contemplations, every understudy can safeguard, demonstrate his considerations.

Stage 5:

- little gatherings protect summed up conclusions: the agent of the gathering peruses each stage independently (without remarking however much as could reasonably be expected). It can demonstrate a few segments, that is to say, notice precisely why the gathering came to this assessment.

Stage 6:

- the instructor closes the illustration, communicates his disposition to the considerations communicated;

- addresses per users with the accompanying inquiries:

a) What did you realize and what did you realize with this illustration?

b) How did this example work?

C) What characteristics does this subject raise in understudies, what structures them, what characteristics do they create?

For instance:

Subject: the segment is the substance focal point of the sentence.

F (express your psyche)

Shaping the considerable focus of the sentence, the head is known as the cross area, which joins different parts into its environmental elements, addressing the implications of insistence invalidation, individual number, tense and mile.

S (show motivation to the assertion of your viewpoint): since the cross-area comprises the meaningful focal point of the sentence, framing a sentence through the cross-segment, even without the interest of different fragments is conceivable.

Understudies who experience issues abstracting can't look at words and join them into one gathering as indicated by their significant linguistic signs, experience issues shaping an idea and commit errors. For instance, when the action word is learned, understudies will discover that the action word means the activity of the subject. In action words, for example, walk, read, take, the lexical importance relates to the syntactic significance. Numerous action words don't have this correspondence. At the point when the activity of a subject is brought in punctuation, alongside the activity, the condition of the subject, his mentality to different items, changes in the indication of the subject are likewise grasped: rest, think, love, develop, wound, and so forth. Grasping the development of an item in such a wide sense, in a summed-up way, is hard for understudies who have quite recently started to gain proficiency with the language, they obviously envision the development in the feeling of really strolling, sliding. Consequently, at the underlying phase of learning the action word,





words, for example, to become ill, stand, become flushed are not considered to demonstrate the activity of the subject. Such a peculiarity can likewise be tracked down in the investigation of a thing.

The Significance of Discourse Improvement in Primary School:

1. **Mental Turn of events:** Discourse improvement is complicatedly connected to mental turn of events. As understudies figure out how to put themselves out there verbally, they foster their reasoning abilities, critical abilities to think, and inventiveness. Taking part in discourse exercises animates mental cycles, like memory, consideration, and thinking, adding to generally speaking scholarly development.

2. **Language Securing:** Local language examples give an establishment to language procurement and capability. Through discourse advancement exercises, understudies procure new jargon, learn syntax runs, and foster familiarity with their local language. Compelling discourse improvement rehearses cultivate an adoration for language and urge understudies to investigate its subtleties, upgrading their phonetic skill.

3. **Social and Close to home Turn of events:** Discourse improvement works with social and profound advancement by empowering understudies to really connect with their companions and educators. Taking part in discussions, narrating, and bunch conversations advances interactive abilities, sympathy, and the capacity to understand people at their core. Discourse improvement likewise adds to self-articulation and the capacity to verbalize sentiments, considerations, and encounters.

Creative Techniques for Discourse Improvement:

1. **Intelligent Narrating:** Narrating is an integral asset for drawing in understudies and encouraging their creative mind. By consolidating intelligent narrating methods, educators can make vivid encounters that urge understudies to take part in the story effectively. They can utilize props, visuals, and sensational components to rejuvenate stories, animating understudies' discourse creation and language appreciation.

2. **Shared Learning:** Distributed learning gives amazing open doors to understudies to connect with one another and gain from each other. Cooperative exercises, like gathering conversations, discussions, and pretending, advance dynamic commitment and urge understudies to offer their viewpoints and thoughts. Peer communications cultivate a feeling of local area and backing, establishing a favorable climate for discourse improvement.

3. **Innovation Combination:** Coordinating innovation into local language illustrations offers inventive ways of improving discourse improvement. Intelligent





whiteboards, language-learning applications, and online stages give connecting with and intuitive growth opportunities. Innovation can be utilized to make recreations, virtual field outings, and mixed media introductions that catch understudies' consideration and urge them to take part in discourse exercises effectively.

4. **Project-Based Learning:** Task based learning draws in understudies in significant and active growth opportunities. By dealing with projects that require examination, cooperation, and show, understudies foster their discourse abilities while investigating certifiable subjects. Project-based learning encourages decisive reasoning, critical thinking, and relational abilities, adding to generally speaking discourse advancement.

Conclusion

In summary, while conventional speech techniques still have merit, supplementing them with innovative methods tailored for modern learners can significantly enhance student engagement and performance in elementary language education. When implemented judiciously with support structures, creative and technology-based activities appropriately stimulate different learning domains. This helps ensure all students fully develop their oral communication abilities, building a strong foundation for future scholastic and professional success. Elementary schools would do well to thoughtfully explore how to bring innovative best practices into their native language and speech development curricula.

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