



## METHODOLOGICAL FORMS OF SPEECH CULTIVATION IN ELEMENTARY GRADES

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### **Abstract**

This article focuses on some aspects of the development of oral speech in elementary school students through reading lessons. Through this, the students were enlightened about the development of their speech through a wide variety of ways.

**Keywords:** method, pronunciation, intonation, text, proverb, thought, thought.

### **Introduction**

Reading is important in a person's life. Through reading, a person gains knowledge of being, society, no different from the blind person of a person who does not know how to read. The activity of reading in the primary class is carried out in all subject classes. But instructional reading techniques develop. The general development of reading methodology of younger students, achievements in the field of private methodology are formed on the basis of the achievement of existing subjects. For example, in old schools it is studied in the method of dry memorization, while in current schools reading is carried out in the method of annotated reading.

In the method of memorization, there was absolutely no emphasis on commenting on the words in the text, explaining the content, retelling the justified, and, in general, on the awareness of the reading. They were given more correct pronunciation, recitation, great attention. Therefore, reading in schools is now being carried out in explanatory reading.

In reading lessons, students acquire knowledge about nature, society, living in it, people's lives, their past, their current way of living, about famous people, about the nature of the motherland: weather, wealth, animal life, etc.

### **Classes in the classroom perform the following task:**

1. Excommunication of reading qualifications. Good, correct reading qualities in students: the formation of correct fast, expressive reading skills.
2. To instill in children a love of the book, to teach them to use the book, to receive the necessary knowledge from it, that is, to cultivate books that are deeply thinking, sermulohaza, who know how to work with the book.





3. Tevarak readers-the expansion of knowledge about the environment, about being, the formation of elements of a scientific worldview.
4. Educate students in the spirit of morality, aesthetics and hard work.
5. Growing the speech and thinking of students.
6. Formation of elements of literary imagination.

This is a clear way to perform tasks, the qualities of good reading skills and ways to improve them. The qualities of good reading skills include correct, fast, conscious and expressive reading, and they are improved in relation to each other in reading lessons, the quality of these four readings is inextricably linked with each other.

Conscious reading is the main thing in good reading skills, because if the student does not realize that he is short - read quickly, such reading is not in demand, reading is led to abstinence keladi. To ' hyper-reading serves conscious reading. Fast, correct, conscious reading is the basis of expressive reading. Mastering good reading qualities is a condition for the successful acquisition of all objects in school.

Elementary students have difficulty meticulously synthesizing the meaning of the text with the correct pronunciation. To improve reading skills, it is necessary to carry out work on the work together with training.

### **Errors in the reading process come out for various reasons:**

1. Tries to pronounce the word carefully between pronunciation and understanding its meaning. and ignores the meaning.
2. Words are polybagged (when reading words in a complex syllable structure), that is, they mistakenly say that I read quickly for the complexity of the sound composition of the sound.
3. Correct reading also depends on the light, the font of the text, the child's visual perception.

### **To ensure proper training, the teacher must adhere to:**

1. Before reading a text, it is necessary to identify difficult-to-read, structurally complex words, combinations and sentences, determine the methods of working on them.
2. The fact that the meaning determines incomprehensible words.
3. Foreshadowing the part of the text that will be taught to a good, medium, bad-tempered shooter.
4. Constant exercise of reading under the supervision of a teacher or class of students.





The teacher must determine the place in the reading Drum where students can make mistakes. To eliminate error reading:

1. Writing structurally complex words into syllables on a letter board or cardboard, foreshadows those who practice choking them and then reading urine.
2. A synonym for verbal meanings, citing an antonym, or an explanation using within a sentence.
3. Using a letter bag. Letter pocket attention is very useful for a diffuse child, a low reader of visual perception.
4. Warning the reader also from the place where the error can be read.
5. The use of cross-letter and cross-section joints.
6. Creating conditions for proper reading.
7. The use of whispering and inward reading.

## **2 types of mistakes students make:**

1. Errors that lead to a misunderstanding of the meaning of the word. (misattribution tuifayli)

## **2. Errors that halal to reading words.**

Conscious reading reading reading understanding the content of the work, the ideological orientation of the work, emblems, the role of artistic means is called conscious reading.

When a child is able to react to events, the event described in the work becomes a conscious appropriation.

## **Conscious reading is guided by the following methodological conditions:**

1. To the reader's life experience.
2. To the understanding of the lexical meaning of words.
3. To the understanding of words in a sentence.

Conscious reading is used in 2 different meanings: reading technique, reading quality. Understanding the construction of a work is a conscious reading. The conscious appropriation of the reader is determined by his expressive reading, the answer to questions asked about the work. With conscious reading, expressive reading assumes one - the other. Expressive reading. Reading Asrani in accordance with his idea, the intention of the writer, expressing the charm of the work, is called Fluent, clear, full-fledged reading expressive reading.



Expressive reading is the first and main form of accurate and visual teaching of literature. The teacher, through expressive reading, visually conveys the content and emotionality of the work to the readers.

Intonation is the sum of stress, tempo, rhythm, pause, pitch and pitch. These are elements of oral speech. Through this, the different moods of the heroes, the inner kechinmalri are expressed.

### **Basic conditions for mastering expressive reading:**

1. Getting your breath right and spending it right.
2. Clear pronunciation of sounds, burro speaking.
3. Mastering the norms of literary pronunciation. These are also relevant to expressive speech.

Another of the conditions for expressive reading is the loudness, pleasantness of the voice,

being able to change the place of punctuation in accordance with the content of the work.

Preparation for expressive reading is conditionally divided into 3 stages:

1. Analysis of the behavior of heroes, definition of the idea, understanding the function of artistic means. Hence, the analysis of the work provides a comprehensive reading.
2. Setting the pause, the position of the accent, the pace of speech.
3. Practice reading.

The range of individual differences in speech development is wide. At the initial stage of development, children take initiative in communicating with adults, ask a lot of questions (why, why), tell familiar fairy tales in the soul, invent small stories on a set of games, pictures, demonstrate that they are passionate about knowing, come up with cheerful words and rhymes. They actively use speech in joint games with their peers. Relatively sluggish children do not take the initiative in communicating with adults, but they enthusiastically respond to suggestions from adults about seeing pictures, playing with new toys, answering questions about such toys in the House they give. As they set up games together with their peers, such children often use non-verbal means of communication. They play with sounds and words to motivate the educator (in problem game situations)

Child speech is a valuable voice of a specific subculture that concerns the child. Speech development is not only the side of introducing a child to atropholam, but also a pillar of general psychic development. The development of a child's speech is associated with the formation of the individual as a whole, and at the same time all psychic processes.





«...The process of acquiring a language is not just and simply the process of giving knowledge, skills and skills. This is an engrossing upbringing. To educate the soul, to educate the mind, to form thought-making, to treat the most delicate edges of the human spiritual image with endurance" (CF.D. Ushinsky).

In recent years, a lot of attention has been paid to the study of certain stages in the development of speech

is paid. It is known that every person has been improving his speech all his life, having acquired the riches of the language. Each age stage brings some novelty to its speech development. The most important stage in the occupation of speech is preschool age. Psychological analysis of the pre-Verbal phase period (or preparedness) leads researchers to the conclusion that it is during this period that important factors of speech are formed.

After all, in this period, the need for communication is formed, the surrounding adults an emotional connection is established with, sound relations, speech-communication apparatus, phonemic listening ability, active acceptance and understanding of adult speech develop. The formation of these factors is an important condition for the timely transition to the speech stage of development. Summarizing the results of a large number of studies on the development of a child's speech during the transition to active speech, we outline these basic rules. Speech at an early age development is carried out in two directions: improving the speech of a child and forming his own active speech

During the development of speech of children of early age, the pronunciation aspects of speech should be individual differences in the duration and pace of formation will be very noticeable, usually active speech will appear by the age of 2.5 years. An invited riddle about what the educator is talking about (phenomenon) can also be an introduction. A conversation can be started by reading a poem on a relevant topic, or by seeing pictures. At the beginning of the conversation, the educator forms the topic (purpose) of the upcoming conversation, justifies its importance, explains the reasons for its choice to children

## **Conclusion**

To eliminate speech deficits found in children, it is aimed at finding specific features of the development and study of optimal and effective methods. Students were told about the formation of speech through reading lessons and the wider development of expressive reading. Through this, their speech is fluent and their opinion is also sharp.





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