



THE POSSIBILITIES OF INNOVATIVE METHODS IN IMPROVING AND DEVELOPING THE SPEECH OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The article deals with the problems of readiness of modern educators, elementary school teachers to use various pedagogical techniques and methods of developing oral speech of junior schoolchildren in the process of various types of speech activity. A modern teacher should have sufficient theoretical and practical experience of work with younger schoolchildren to use it in the process of various types of speech activity. The article provides a significant number of methods and techniques of work that teachers use in their work with junior school students. We used the method of analogy, in which pupils made word combinations and sentences according to the sample. Analogy in Russian language teaching is one of the analytical methods of organizing the learning and cognitive activity of students in the process of learning Russian, which consists in establishing similarities between phenomena, objects, concepts. It is used at the stage of explaining new material with reliance on the partial similarity of known concepts by comparison. The verbal method is widely used in the work on the development of oral speech in the period of literacy learning. This method can be realized with the help of various techniques (conversation, story, message, reasoning). The effectiveness of the elementary school teacher's work will depend on how correctly and appropriately he/she will use them in work with children.

Keywords: Junior schoolchildren, pedagogical methods and techniques, speech activity, oral speech.

INTRODUCTION

An important component of schoolchildren's speech development is the work aimed at enriching the vocabulary, forming the skills of grammatically correct and lexically justified use of words of different lexico-grammatical categories in their own speech to build coherent statements such as descriptions and reasoning. Speech development is one of the most important components of the formation of children's personality in general and readiness for schooling in particular.





Teaching methods are a complex pedagogical category, thanks to which all the functions of learning are realized: educational, educational, developmental, control and correctional, etc. Scientific development and improvement of functions should be carried out on the basis of the newest achievements of pedagogy, psychology, linguistics, linguodidactics, as well as advanced pedagogical experience [1].

MATERIALS AND METHODS

In pedagogical theory and school practice there is a large number of teaching methods used by elementary school teachers in their work, because “a method is a way of transmission by the teacher and a way of assimilation by students of knowledge, skills and abilities and formation of their worldview [4]”. The effectiveness of language learning largely depends on the teacher's correct understanding of teaching methods, their features and classification structures. Classification gives a holistic view of a set of methods and has not only theoretical but also direct practical significance [5]. Let us refer to the classification of methods offered by A. V. Tekuchev: teacher's word, story, conversation, language analysis (language observation, grammatical parsing), exercises, use of visual aids (diagrams, tables), work with a study book, excursion [6]. L. P. Fedorenko categorizes methods for language learning into three main groups: 1) methods of theoretical language study (conversation, communication, work with the textbook); 2) methods of theoretical study of speech (work with individual language units and their forms); 3) practical methods (work with a text for the development of speech and the use of language units in it) - these are statements, essays [7].

RESULTS AND DISCUSSION

For training, the selection of methods was carried out on the basis of their functions and taking into account the level of psychological, intellectual and speech development of children, namely:

- 1) method of observation;
- 2) method of analogy;
- 3) verbal method.

The choice of these particular teaching methods is determined by a wealth of factors: the semantic goals of teaching, the peculiarities of literacy teaching, the purpose of each lesson, the capabilities of schoolchildren; the means that are used in the course of teaching, the stages of the lesson, the features of the didactic system, the organization of productive activity of pupils.





The method of observation allows using auditory and visual perception to internalize the norms of literary language. In the process of applying exercises of different character, it promoted active assimilation of the phonetic system by pupils, gave the opportunity not only to hear sounds, but also to control their creation, to improve pronunciation, to sharpen phonetic hearing and on this basis to pronounce and use words correctly.

This method ensured the creation of ideas about the ways of using words in oral speech, dynamism and means of expressiveness. It gave an opportunity to analyze the speech of pupils:

- a) to determine the ways of correction;
- b) to reorganize phrases;
- c) clarify and supplement them with other words.

This method contributed to the formation of the skill of listening to and perceiving the best samples of native language. For this purpose we used fairy tales, poems, proverbs, because it was through images that words with their exact connotations “entered” into children's consciousness. Under the influence of feelings, which awakened these images, the child learned to think in words. The method of observation provided for the acquisition of new knowledge about the living word and the peculiarities of its use on the basis of specially selected speech exercises.

To summarize, it should be noted that observations over linguistic material: 1) help the student to penetrate into the essence of language facts, processes; 2) give an opportunity to comprehend the relationship between them and theoretical conclusions that follow from them; 3) facilitate the solution of subsequent learning tasks, performance of training exercises; 4) help to establish related phenomena and use the already formed skills and abilities to learn new knowledge; 5) consolidate independent search skills; 6) activate students' cognitive activity, their independent learning; 5) help them to learn new knowledge and skills; 5) help them to learn new skills and abilities; 5) help them to learn new knowledge.

The verbal method [3;13] is widely used in the work on the development of oral speech during the period of literacy learning. This method can be realized with the help of various techniques (conversation, story, message, reasoning). The essence of this method is that the teacher, organizing the search activity of students on the basis of observations of language material - “sound”, “word”, “sentence”, “statement”, as well as speech, in general, not only contributes to the reproduction of what has been learned, but also forms conclusions, reflections, reasoning.

Conversation is one of the methods by means of which the verbal method is realized. The necessary condition of conversation is the clarity of questions, their structure and





content. According to the content, questions are aimed at the formation of both linguistic and speech skills, namely:

- recall, reproduction, vocabulary accumulation, checking the quality of knowledge, which contribute to the development of memory;
- formation of speech skills aimed at forming the basic concepts of “sound”, “word”, mastering the norms of literary pronunciation;
- improvement of sound pronunciation;
- enrichment and activation of the vocabulary;
- orientation in the situation of speech, the meaning of the statement, the form of its presentation.

Conversation is a teaching technique (A. N. Belyaev, M. A. Danilov, B. P. Yesipov), with the help of which the teacher, relying on students' knowledge and experience, clarifies, explains, tells, summarizes, raises a question, organizes work with the textbook, instructs, controls the performance of tasks in order to more effectively assimilate new knowledge or repetition and verification of educational material.

When preparing for a lesson, scientists advise to think deeply about the system of conversation questions, to provide answers to them (inaccurate and false) and to determine to which of the students they will be put [5;14]. Pupils' activity, their cognitive activity in the process of conversation should be based on previously known facts and phenomena, on language practice, on the teacher's questions as a stimulus for productive thinking, on mental processes [2;15].

The conversation accustoms students to have their own opinion and be able to express it in their own words, develops the ability to follow the development of the material, to highlight the main thing in it. The conversation helps the teacher to “bring out” the mental activity of students, to get direct feedback on their mastering and understanding of the material.

Narrative is a technique that requires independent presentation of material in accordance with a certain fact, event or phenomenon [3;16]. As practice notes, a teacher starts teaching narrative from the first lessons. Narrative requires the pupil to determine the content of the statement, select the material, systematize and reproduce it in accordance with grammatical requirements, the logicity of sentence construction and the sequence of thought presentation. Teaching to build a narrative in the process of work begins with the construction of a statement by questions. In this case, a situational and thematic approach to the selection of vocabulary, story pictures arranged in the order of the statement of thought is used.





Reasoning - thinking about something or someone [2;17]. This technique is used for persuasion, and in order to manage this process, children develop a certain opinion about which reasoning will be built.

CONCLUSION

A modern teacher, according to S. T. Yavorskaya, should be familiarized with the wealth of teaching methods that pedagogical science has accumulated during the development of the school. This will help him/her to choose a rational and appropriate method or technique for studying a certain topic, to contribute to the optimization of the learning process, because teaching methods are the living creativity of the teacher [1;18].

The selected methods for the development of oral speech during literacy teaching give grounds to assert that they contribute to the formation of speech communication skills of junior school pupils. Each time, selecting teaching methods, we take into account: what exactly is being studied, what educational product will be created by pupils at the lesson; its correspondence to the topic under study, age peculiarities, individual capabilities and level of cognitive interest of pupils.

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