



THE IMPORTANCE OF TONGUE TWISTERS IN THE DEVELOPMENT OF CHILDREN'S SPEECH

Azimov Akbarjon

Teacher, Pedagogical Institute of Andijan State University
Department of Primary and Preschool Education Methods

Abstract

This article analysis and discusses the main role and features of tongue twisters in improving the speaking ability of primary school pupils

Keywords: primary education, speaking skills, written and oral speech, logical thinking, tongue twisters.

Introduction

One of the main tasks of primary education is to develop and improve pupils' speaking skills in mother tongue and reading classes. In other words, in primary school, pupils need to acquire thinking skills, not specific knowledge, to understand the speech of their peers and adults, to communicate freely with them, and to work collaboratively. Pupils need to be mentally prepared to think figuratively and logically, to express their ideas correctly through speech, to control, manage, observe, remember, generalize, compare. Of course, mother tongue and reading classes are very important in primary education in fulfilling these tasks. While a mother tongue lesson develops pupils' written speech and logical thinking, through reading lessons, pupils can develop their skills such as speaking, quick thinking, and observation. In primary school, students begin organizing reading lessons after finishing the literacy period. In that case, pupils can improve their knowledge by organizing many stories, narrations, proverbs, parables, riddles, and tongue twisters. Re telling the content of stories and narratives, memorizing and reciting proverbs and sayings is very effective method in developing pupils' speaking skills.

It is evident that there will be students with some speech impediments among the primary school pupils. For example, the presence of stuttering in speech or the presence of pupils who have difficulty pronouncing certain consonant sounds poses some difficulties for the teacher. If the problem of correcting the speech of such pupils is not resolved in a timely manner, these pupils may lag behind their peers. One of the most effective ways for pupils to overcome speech impediments and develop speaking skills is to make frequent use of quick utterances throughout the lesson. There is no doubt that the use of rapid utterances in reading lessons in the





development of the speech of primary school pupils will be of great benefit. To do this, the modern teacher must organize reading lessons in such a way that during each lesson, pupils not only learn, but also organize the process of developing less speech. As we all know, tongue twisters are also divided into groups according to their specificity. This takes into account the situation with difficult or easy pronunciation in the process of pronouncing fast pronunciations. For 1st grade pupils, it is advisable to choose fast-paced, easy-to-pronounce, low-volume, fast-paced utterances that are mostly organic for reading lessons. It is important to take into account the age of the pupil, because the main purpose of teaching pupils to speak quickly is to develop their speaking skills. For example: "Hashar, hashar makes the city grow", "Olim got six apples in front of him", "Pair gloves and both are full gloves". It should be noted that the initials of each word in the above expressions consist of the same letters.

In this situation, the pupil is required to pronounce the letters correctly, and gradually he or she gradually develops this skill. The following examples are given in the textbook for 2nd graders: "Chain, tandir, fig", "Tahir kicked the ball until night", "Was Rano offended by Ravshan, Was Ravshan offended by Rano?" "Did Sardor put the carrots in the basket, did Sardor take the carrots out of the basket?" The above pronunciations are also simple, concise, and easy to pronounce, mainly due to the age of the pupils. During the lesson, the teacher should monitor how well each pupil is able to say these tongue twisters. Because pupils should be able to say these tongue twisters at least 6-7 times in one breath. Pupils should be able to say quick words in accordance with the demands placed on their age. If there are pupils who are not able to fully meet this requirement, then the teacher will have to deal with them separately. This is because if pupils do not reduce the requirements for quick pronunciation in time, they may be left behind by their peers in the later stages of the leak.

The higher the level of education, the more complex the information provided in the flow lessons, depending on the age of the pupils. Because during this period, pupils will be able to express their opinions, to solve the given problem situation. Therefore, the tongue twisters given in the 3rd and 4th grade textbook in the IQ textbook are also much more complex than the tongue twisters given in the 1st and 2nd grade textbooks mentioned above. In Grade 3 The flowing textbook contains the following tongue twisters: "The sweet of sweet juice is sweeter than sugar", "Aunt Halima sighed", "Parrot is standing on the cake," "The man who received the golden applause is as sweet as sugar".

It is clear that telling these tongue twisters 9-10 times in one breath is appropriate for their age. Organizing tongue twister months with pupils in a variety of ways during the fluency lesson will also help them achieve great results in developing their





speaking skills. It is important to take into account who among the pupils in the class can say the most quickly, as well as how much attention is paid to the quality of pronunciation. For example: It is natural for the reader to have some difficulty in speaking that the sweet of sweet juice is sweeter than sugar. Because each word in the sentence begins with the same consonant, the pronunciation of the second and third words in the sentence is difficult to pronounce, but after a few effective exercises, pupils can develop the ability to pronounce this pronunciation fluently. If we pay attention to the age characteristics of primary school pupils, we will see that it is during this period that children's speech skills are in the formative stage. One of the most important tasks of primary school teachers during this period is to ensure the student's speech fluently and correctly. While the main goal of modern mother tongue and reading lessons is to pay special attention to the content of the tasks given to pupils during each lesson, to ensure the achievement of the objectives of these tasks, to identify and eliminate shortcomings in pupil speech, each teacher must carefully prepare for lessons. The realization of all the knowledge, skills and competencies that pupils need to acquire during the course is a key requirement of modern education.

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