

DEVELOPING SPEECH AND THINKING IN ELEMENTARY SCHOOL STUDENTS DURING NATIVE LANGUAGE LESSONS

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Abstract

This article discusses exercises designed to enhance students' knowledge and skills in native language classes in elementary grades, utilizing methodological techniques to develop their speech processes.

Keywords: native language, pedagogue, methodological guides, principle of scientific and comprehensibility, speech, thinking.

Introduction

From the moment children start school, particular attention is paid to the educational and upbringing processes. Ensuring that they can thoroughly grasp knowledge in various subjects requires skilled pedagogical oversight. This helps to expand their knowledge and prepares them to become competitive professionals. After completing the first-grade "Alphabet" course, the native language is introduced as a subject starting from the third quarter to further develop writing and reading skills.

The main goal of teaching this subject is to enhance students' speech in their native language, ensuring correct spelling, proper pronunciation, and developing orthographic, graphic, grammatical, and spelling knowledge. It also involves teaching students to correctly use words in sentences and appropriately apply punctuation marks. The use of native language teaching methodology is essential in achieving these goals. According to the renowned pedagogue A. M. Stolyarenko, "The methodology of teaching academic subjects is a complex of methods, methodological techniques, tools, and organizational measures associated with solving specific pedagogical tasks." Each subject's teaching methodology is designed to make the subject comprehensible to students by explaining the essence of words written in literary language through simpler methods.[1] G. M. Kodjaspirova and A. Y. Kodjaspirov believe that "Teaching methodology is a set of specific methods, techniques, and technologies for implementing pedagogical activities" [2]. The thoughts expressed by these scholars underscore the significance of methodology in teaching any subject. Not only is there a methodology for teaching the native language, but teaching other subjects also relies on instructional methodologies, which educators acknowledge for their effectiveness in conveying lessons to students.

K. D. Ushenskiy paid special attention to the native language as a primary school subject, considering it a leading subject. "The excellent teacher that is the native language teaches the child many things. The child learns so much from it that even with 20 years of diligent and



methodologically correct study, they would not learn half as much. This is the great pedagogy of the native language" [3:49]. The native language subject can teach children about the world and serves as a means for them to grasp the essence of the Uzbek language more profoundly compared to other subjects.

"The native language is also a means of teaching other subjects: both the history of society and the natural sciences are taught with the help of the native language. Thus, the native language plays a special role in the overall development of the child, awakening an interest in knowledge and work" [4:15]. The native language holds a central place in primary grades. It also stands at the forefront in terms of the moral and ethical development of primary school students, as well as their understanding of other subjects.

"In the methodology of teaching the native language, the principles of scientific rigor and comprehensibility are considered as a single factor that ensures lesson effectiveness. In implementing these two principles in parallel:

- ensuring a thorough understanding of the meanings of concepts and terms in the language, through detailed analysis and comprehensive study;
- studying the different levels of language in their interrelation;
- distinguishing between language and speech, finding and applying methods and tools for this in practice;
- taking into account the students' age capabilities and talents, directing their independent creative thinking, and forming and developing their skills to express themselves correctly, simply, and fluently in both oral and written forms according to the context. This involves using linguopsychological games and tasks aimed at these goals" [5:26].

The methodology of teaching the native language in primary grades, based on the principles of scientific rigor and comprehensibility, helps children achieve clear and concise speech, avoiding confusion. The principle of scientific rigor involves connecting the educational process with contemporary discoveries and the accumulated religious and secular knowledge of past centuries to enhance the students' scientific understanding. The principle of comprehensibility focuses on the personal development of children, progressing from simple to complex concepts, transforming learned skills into expertise over time, and fostering socialization.

The native language textbook not only teaches the structural aspects of sentences but also promotes reading as a tool for instilling love for the homeland, loyalty, friendship, and humanity in students. Engaging in reading develops a student's speech, thinking abilities, worldview, and, most importantly, the capacity to quickly assimilate new knowledge. The following proverbs from a 4th-grade textbook can be cited as evidence of this:

"Books are a source of knowledge. Every page of a book leads us to the fountain of knowledge. Cherish the book, do not tear it. There is no better friend than a book." [6:11]

The methodology for teaching the native language in primary grades has been developed by linguists and literary scholars over the years to reach its current form. The scope of knowledge in this field continues to expand, with new discoveries being made over time. "After the 1950s, numerous works and manuals related to the teaching of the native language in schools were published in our republic. The methodology of teaching the native language began to develop as a science, supported by the results of general pedagogical, didactic, and psychological



research, which facilitated the improvement of the methodology for teaching the native language. For instance, M. Shams' 'Methodology of Teaching the Uzbek Language' (1950), F. Kamol's 'Methodology of Teaching the Uzbek Language' (1952), Kh. Rustamov's 'Methodology of Teaching Syntax and Punctuation' (1960), N. Abdurahmonov's 'Methodology of Teaching the Uzbek Language' (1969), and the work 'Methodology of Teaching the Uzbek Language' (1975) by Yo. Gulomov, I. Rasulov, Kh. Rustamov, and B. Mirzaakhmedov were published" [7:12]. These scientific methodological manuals serve as a pedagogical resource for primary school teachers, providing effective teaching methods for instructing students in their native language.

"General didactic requirements for lessons are widely covered in pedagogical literature. When applied to the teaching of the native language with methodological precision, the requirements for native language lessons are as follows:

The process of imparting new knowledge, applying it to speech practice, and educating students is a unified process.

The clarity and internal logic of the lesson, along with its goal-oriented nature, are very important.

The native language lesson is, first and foremost, a lesson aimed at developing students' speech and thinking" [8:28]. By implementing these general didactic requirements in native language lessons, taking into account the level of knowledge acquisition of primary school students, and focusing on enhancing their speech and thinking, the native language subject holds significant importance. If students' speech is properly developed, they will be able to think logically and broadly. Therefore, every native language lesson should consistently employ innovative technologies to ensure comprehensibility for students.

"When considering the students and their work with the language, speech development involves the comprehensive and practical assimilation of the language (pronunciation, vocabulary, syntactic structure, coherent speech). From the teacher's perspective, speech development involves the use of methods and techniques that help students actively master pronunciation, vocabulary, syntactic structure, and coherent speech" [9:289]. The process of developing the speech of primary school students begins after they have thoroughly learned the letters in the "Alphabet" book, with attention given to speech development in "Reading" and "Native Language" lessons. Emphasis is placed on accurately pronouncing letters, understanding the content of texts and stories, and memorizing poems to foster the development of children's speech.

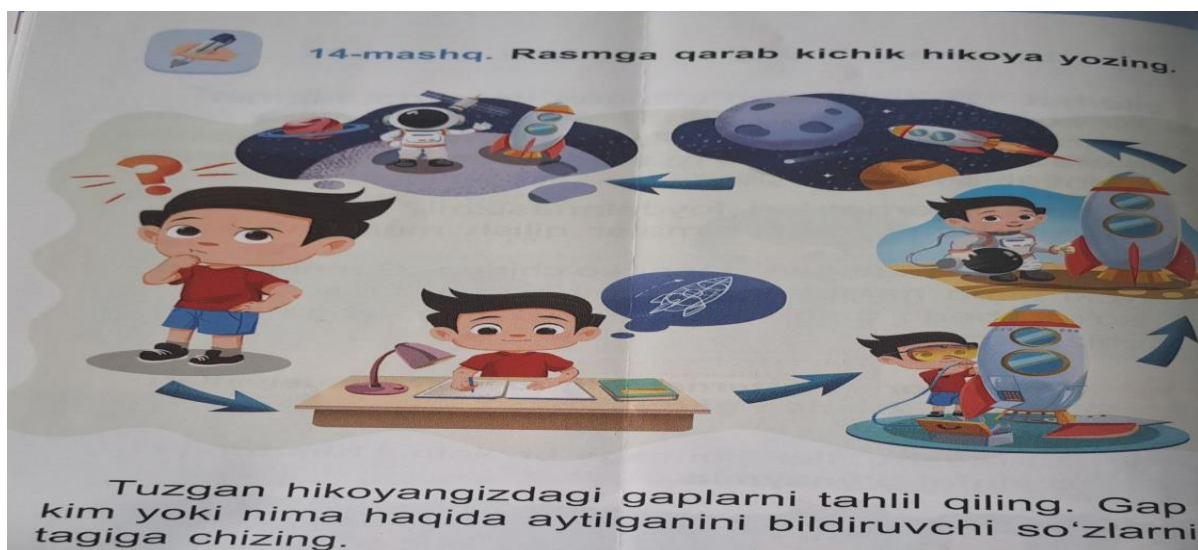
"The methodology of teaching the native language as an applied science fulfills three tasks: It answers the question, 'What should be taught?' by developing curricula, textbooks, and study guides for primary grades, and continuously assessing their effectiveness and relevance. It answers the question, 'How should it be taught?' by providing methods of instruction, methodological techniques, exercise systems, recommendations for application, and systems for written and practical work.

It answers the question, 'Why should it be taught in this particular way?' by scientifically studying, selecting, justifying, and experimentally testing the most effective methods and providing recommendations" [10:6]. When teaching the native language to students, following the main tasks of the methodology helps to fully reveal the specific goals of the subject, creates



a foundation for students to master other subjects thoroughly, and prepares practical answers to the above questions, thereby expanding their intellectual horizons and aiding in their moral development.

Regarding exercises by grade level, let's consider Exercise 14 from the 2nd-grade native language textbook. "Exercise 14: Look at the picture and compose a short story."



Based on the story created, analyze the sentences. Underline the words that indicate who or what the sentence is about. [11:16] This exercise directly influences the students' imagination regarding the galaxy and their thinking and reasoning abilities by composing a story based on the picture. Additionally, the task located at the bottom teaches students to analyze sentences and identify words that answer the questions Who? What?

Significant attention was given to developing students' speech during native language lessons from grades 1 to 4. Properly developed speech skills indicate a good understanding of the Uzbek language, which serves as an essential tool for students when learning another language. Now, let's examine an exercise designed to enhance students' speech in the 3rd grade on the same topic. "Exercise 97: Imagine you have the opportunity to create an innovative dining table. How would you design it? What conveniences would you want it to bring to people?" [12:66]



The given exercise not only enhances students' speech culture but also sparks interest in creating modern information technologies and expands their imaginative abilities. The primary significance of these textbooks lies in their ability to encourage students to develop ideas.

In conclusion, it is appropriate to state that the native language textbook plays a crucial role in expanding the speech, thinking, and worldview of primary school students. It should be regarded as an important subject that significantly contributes to students' moral development. The goal of developing the necessary speech skills in the native language can be effectively achieved through the exercises provided in the textbook.

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