ISSUES OF SPEECH DEVELOPMENT OF STUDENTS

Shadiyeva Dilfuza Urinbayevna
Angren University

Abstract:

The article describes the issues of teaching pupils' speech in the mother tongue lessons of primary grades, where education is conducted in Uzbek languages.

Keywords: new words, grammatical devices, speech skills, unfamiliar morphological forms, syntactic devices, language phenomena.

Introduction

The requirements for general secondary education graduates in terms of speech competences in the "National Curriculum for the Study of the Mother Tongue" are "Speaking skills", "Written skills", "Comprehension (reading and understanding, (listening and understanding) skill" is described under the headings. These requirements express the communicatively formed level of students' speech. Linguistic competences are defined taking into account linguistic knowledge on language levels (phonetics, lexicology, etc.) is described in the style of being able to write correctly. These requirements directly refer to the educational processes related to the teaching of language units and their activation in speech.

The process of enriching students' speech with new words, new meanings of words, and grammatical tools that are not used in their speech ensures quantitative and qualitative changes in speech, and speech development measures are implemented in this process. Through these activities, the skills of clear, comprehensible and meaningful expression of thoughts are regularly worked on. G.G. Nikitina writes in this regard: "Education of speech applied to primary school is understood as the formation of a set of speech skills that ensure students' readiness for full-fledged speech communication in oral and written forms." These skills can be determined only within the content of speech development: the ability to use new words and word forms in sentences by remembering them, the ability to use newly introduced connectives to connect words, the ability to use connected speech and so on. The level of growth of speech is also determined depending on the formation of such skills or not. According to Yu. V. Ganshina, speech skills are operations based on the following parameters: non-participation of the mind, complete automaticity, compliance with language norms, normative pace (speed), stability of execution.

In order to introduce and activate words, word forms, and types of sentences in students' speech, it is necessary to organize productive speech exercises, as N.N. Korobova pointed out, speech practice.

it will be cold. On the vocabulary of works of art, scientific texts that students read in primary grades in reading, mathematics, nature, music, fine arts, labor and other academic subjects,

especially in reading classes. plays an important role in performance. According to the information provided by M.R. Lvov from sources, 7-year-old children learn 3,000 to 7,000 words, and by the time they graduate from 8,000 to 15,000 words. So, 5-8 words are added to the student's vocabulary every day. According to the calculations given by M.R. Lvov, more than half of the 8,000 to 15,000 new words are acquired through Russian language lessons at school. It is normal to plan 3-4 new words in each native language lesson. If we add to this the polysemy of the word, its emotional color, its composition, and its usage characteristics, this amount can increase to 5-6 units.

In the textbook "Methodology of teaching the mother tongue" you can read the following specific recommendation regarding the content of speech development: "Any speech should have content and material. The more complete, rich, and valuable this material is, the more meaningful its description will be. Therefore, the second condition for the development of students' speech is to take care of the material of speech exercises, to make the child's speech meaningful.

As a rule, familiar words, questions and answers, "telling stories" conducted within the framework of familiar, familiar grammatical tools do not develop speech. If this is to be a rule, it is better to work on lexical and grammatical materials in the lesson first, and then organize and control speech exercises at the end of these works. New words activated in the process of creating a speech product, unfamiliar morphological forms, syntactic devices, connecting devices involved in the creation of these devices, the amount of speech labels, the level of their mastery by students determine the scope of work to be performed.

Productive speech activity requires independence: in this respect, they are distinguished from speech activity of a reproductive, especially receptive nature, and are the basis for the correct determination of the types of exercises and their ratio to other exercises. The content of speech development is also determined according to the types of speech activities, the character of speech exercises, the introduction of language phenomena related to the style of speech is ensured. In the content of education, it is necessary to plan to teach the knowledge of artistic, scientific, conversational style specific to the literary language. Productive, partial, reproductive speech exercises (composing a sentence, retelling the content of the text, narration, narration, creating a text, essay) specially organized at a separate stage of the mother tongue classes serve this purpose. As O.O. Kharchenko said, acquisition of textual competence (textual competence) takes place, and at the same time it is excluded from the text. Some Methodist scholars also include essay and essay topics in the content of speech development (linguistic basics).

He said that the content of speech development of elementary school students, whose education is conducted in Karakalpak and Uzbek languages, should be brought into the form of the recommendations described above, and should be directed towards the development of connected speech. we cry The development of students' connected speech is mainly understood as the logical consistency of sentences, the use of connectives, the opening of the topic, and the full coverage. In the article of S. V. Yurtaev on the topic "Vliyanie tendendii rechevogo razvitiya na organizatsiyu obrazovatelnogo protsesa" the content of speech development is summarized at the level of programmatic requirements [8]. The components and structure of

the text have a special place in these software requirements. In this, work on paragraphs, groups of sentences, spiritual parts; issues such as speech editing find their expression.

The main activity of the teacher related to the development of students' speech should not be limited to the above. N.I. Politova, researching the problems of students' development of connected speech, comes to the conclusion that it is necessary to activate their thinking during all work on the text [9]. Therefore, the work in this direction should also be reflected in the content of education.

If certain words, word forms and syntactic devices have already been embedded in the students' speech experience, what is the purpose of theoretical information on the topic related to these concepts in mother tongue classes, in such a situation A legitimate question arises as to what should be understood by speech development. To answer the question, it is necessary to study the following three issues:

1) to identify the language phenomena that students use with errors and mistakes in their oral and written speech, as well as those that they do not use;

2) distinguishing familiar, unlearned or unfamiliar language phenomena (vocabulary, morphological forms, syntactic devices, related punctuation marks) encountered by children in the exercise materials of the "Mother Tongue" and "Mother Tongue" textbooks;

3) to determine the need and necessity of the students' speech experience and theoretical information in the textbooks "Mother Tongue" and "Mother Tongue" about the pronunciation, writing, and use of morphological forms, as well as knowledge about syntactic units.

So, the task of speech development is to prepare students for communication in life (marriage). On the one hand, this preparation is lexical, on the other hand, grammatically, and on the third hand, it is directly related to acquisition of communication skills and moral education.

Speech is a type of human activity, the use of thinking based on language tools (words, phrases, sentences). Speech acts as communication and message, expressing one's thoughts with emotions and influencing others. A well-developed speech serves as one of the important means of human activity in society. For a student, speech is a tool for successful education at school. What is speech development? If the student and his/her language activities are taken into account, speech development means active and practical acquisition of the language in all aspects (pronunciation, vocabulary, syntactic structure, connected speech). In the case of a teacher, speech development means the use of methods and methods that help students to actively master the pronunciation, vocabulary, syntactic structure and connected speech of the language12. That is why the grammar and spelling program included such parts as sounds and letters, words, sentences, and connected speech. The sections of the mother tongue program are called "Literacy and Speech Development", "Reading and Speech Development", "Grammar, Spelling and Speech Development".

It is necessary to observe several conditions for speech activity, as well as for the development of students' speech:

1. There must be a requirement for a person's speech to emerge. The methodical requirement of developing students' speech is to create a situation in which the student expresses his opinion, the desire and need to express something orally or in writing.

2. Any speech should have content and material. The more complete, rich, and valuable this material is, the more meaningful its description will be. Therefore, the second condition for the development of students' speech is about the material of speech exercises, and care is taken to make the student's speech meaningful.

3. An idea is understandable only if it is expressed using words, phrases, sentences, and turns of speech that the listener understands. Therefore, the third condition for successful development of speech is arming speech with language tools. It is necessary to provide students with language samples and create a good speaking environment for them. As a result of hearing speech and using it in their own experience, children develop a conscious "language perception", which is the basis of the educational methodology.

Methodological condition of speech development is to create a wide system of speech activity, i.e., firstly, to perceive a good speech pattern, and secondly, to create conditions for expressing one's opinion using learned language tools.

The child learns the language in the process of speech activity. This is not enough, because it absorbs the speech superficially. There are several aspects of speech acquisition. These are:

1. Mastering the standards of the literary language. The school teaches students to distinguish literary language from simple colloquial language, dialect and slang, introduces artistic, scientific and colloquial variants of literary language.

2. Mastering the important speech skills necessary for every member of our society, i.e. reading and writing skills. With this, students will learn the characteristics of written speech, its difference from spoken speech.

3. Improving students' speech culture. Language is the most important means of communication in society. Based on this social importance of the language, the school pays special attention to the students' speech culture.

Consistency in the development of speech is ensured by the implementation of four conditions, that is, the consistency of exercises, perspective, diversity, and the ability to subordinate different types of exercises to a common goal. Each new exercise connects to the previous one and prepares the students for the next one, adding something new to the overall goal. At school, the development of students' speech is considered the main task of teaching the mother tongue. Speech development is a task not only of mother tongue and reading classes, but also of all subjects in the curriculum (science, mathematics, labor, visual arts, singing lessons), as well as extracurricular activities.

REFERENCES:
1. Kadirova, O. K.; Kadirova, Z. Z. (2023). O'zbek teminologiyasi. Darslik, 1(1), 155.
2. Кадирова, О. Х. (2023). Русская литература начала хх векагенезис проблемы циклизации в малой эпической форме. ПАЁМИ ДОНИШКАДА, 1(2), 408-412.
3. Kadirova, O. K. (2022). From the history of Russian-Uzbek literary relations (comparative typological analysis). International Scientific Journal Theoretical & Applied Science, 1(12), 1082-1088.
4. Kadyrova, O. K. (2020). Professional pedagogical activity its types and structure. Актуальные проблемы гуманитарных и естественных наук, 1(12), 93-96.

5.　Кадырова, О. Х. (2002). Межлитературные типологические сопоставления в процессе преподавания. Янги аср авлоди, 1(1), 96.

6.　Кадырова, О. Х. (2013). Русский язык 5 класс Книга для учителя. Маънавият, 1(1), 160.

7.　Kadirova, O. K. (2022). Use of the Neurolinguistic Programming Method to Achieve the Goals of the Educational Process. International Scientific Journal Theoretical & Applied Science, 10(12), 188-192.

8.　Kadirova, O. K. (2022). Boshlang'ich ta'lim rivojlantirish muammolari va istiqbollari. Zamonaviy innovatsion texnologiyalardan foydalanish, 403(1), 18-19.

9.　Кадирова, О. Х., & Кадирова, З. З. (2022). Ўзбек терминологияси. Журнал филологических исследований, 1(2), 156-160.

10.　Илёсов, Б. А., & Кадырова, О. Х. (2019). Поэзии А. Блока в узбекских переводах. ПЕРЕВОДЧЕСКИЙ ДИСКУРС: МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД, 1(2), 133-138.

11.　Кадирова, О. Х. (2021). Использование учебного перевода как один эффективных приемов обучения русскому языку как иностранному в средней школе. Современное образование и воспитание, 1(1), 289-294.

12.　Кадирова, О. Х. (2022). Мотивы свободы и одиночества в поэзии Лермонтова и Усмана Насыра. Традиции и инновации в изучении и преподавании языков, 1(1), 173-176.

13.　Kadyrova, O. K. (2021). Foundations of artistic synthesis in the literatures of the west and the east at the present stage. Innovative engineering and management research, 10(01), 227-232.

14.　Kadirova, O. K. (2021). Comparative typological analysis of Russian-Uzbek literary relations in their historical development. 湖南大学学报 (自然科学版), 48(12).