



METHODS AND TECHNIQUES OF WORK ON THE DEVELOPMENT OF SPEECH OF YOUNGER STUDENTS IN THE CLASSROOM AND IN EXTRACURRICULAR ACTIVITIES

Akbarova Zuxro Akmaljonovna

Doctor of science Fergana State University

Botiraliyeva Nargiza Alijonovna

1-year master's degree Theory and methods of education Fergana State University

Annotation: The article discusses the main stages of speech development in primary school students, focusing on what methods and tools a primary school teacher should use in the process.

Keywords: Speech, communication, sound, word, diction, pronunciation, morphological system, method, method.

The best teachers and methodologists spoke about the need to develop the child's speech, to instill in him a love for his native language. KD Ushinsky stood up for the development of the "gift of speech", emphasizing its importance for the formation of the child's mental activity and for further education. "A child who is not accustomed to delve into the meaning of a word, understands or does not understand its real meaning at all, and has not acquired the habit of disposing of it freely in speech and writing, will always suffer from this deficiency when studying another subject."

The development of a child's speech as one of the indicators of the overall development of his personality, along with moral, spiritual, intellectual development, is a way to introduce a student to culture, a condition for his self-development, his ability to communicate, learn new things, and absorb the values of culture. In addition, speech ability is the fundamental basis of any human activity. Developing speech means systematically working on its content, consistently teaching children how to build sentences, thoughtfully choosing the right word and its form, and constantly working on the correct formulation of thoughts.

Work on the development of speech should be actively carried out even at preschool age. In the elementary grades, it acquires a detailed and voluminous character. Indeed, in primary school age, the leading activity of the child becomes educational activity. There are many methods and techniques for the development of speech of younger students. After all, teaching a child to speak clearly and grammatically correctly, express his own thoughts and express emotions, develop the ability to communicate is a complex and painstaking task that requires hard work from the teacher. I will give some of the effective methods and techniques for the development of speech used in my work.

1. Refinement, enrichment and activation of students' vocabulary.

Working on a dictionary is the basis, the foundation of all work on the development of speech. Without a sufficient vocabulary, the student will not be able to build sentences, express his thoughts.

Work on the dictionary consists in its clarification, enrichment and activation. I am constantly working on clarifying the dictionary, in all classes.

Students often do not understand the simplest words. The reason for this is the weak work on instilling the skill to delve into the meaning of the word. Children do not think at all about the meaning of the

word, they do not have an image behind the word. To clarify the meaning of a word, such well-known tasks are effective as to name from which word these words were formed, the selection of test and cognate words, the search for checked and test words.

Such exercises make you delve into the meaning of the word, as well as develop a spelling skill.

Active vocabulary in children is small. However, many do not always know how to use this small vocabulary in their speech. Therefore, my tasks are:

- expand children's dictionary ;
- passive vocabulary do active ;
- enrich the student's speech with figurative words and expressions.

work on words with unverifiable spelling from the methodology of S.N. Lysenkova. The tasks here are aimed not only at memorizing a new word, but also systematic work is being done to develop speech. Words are divided into blocks, each block has its own name. For example: "training things", "Russia", "on the river", "birds", etc.

Each block is posted for a week in the classroom. The work is carried out according to the following plan.

Monday. Familiarization with the block, spelling pronunciation (3 times), writing words into individual dictionaries with spelling and stress placement, finding out the meaning of these words (according to the explanatory dictionary), selection of the name of the block.

Tuesday. Recording in notebooks by syllables, for transfer (spelling pronunciation).

Wednesday. Compilation of phrases, selection of single-root words (where possible), compilation of sentences.

Thursday. Compiling a coherent story with these words, inventing the title of your text (each child writes his own text, can change the title), selecting the best texts.

Friday. Vocabulary dictation (using words from previous blocks).

The best creative stories are voiced and placed in a common notebook for creative work, which hangs in the classroom. In grades 3-4, the stages of this plan can be complicated. For example, find the meaning of a word in the explanatory dictionary at home on your own, etc.

Enriching students' vocabulary is of great importance for the development of their speech. Therefore, every time I am convinced of the need for constant work with dictionaries, trying to arouse interest in a single word. It is necessary to study the origin of the word (it is it that largely explains the spelling), structure (composition), pronunciation, spelling, its meaning. It is necessary to show how this word lives and develops in the structure of phrases, sentences, a small text; associate a word with a specific speech situation. Of course, the game will come to the rescue.

A variety of games with the word develop children's natural language sense, prepare them for the perception of poetic forms that will be studied in high school.

One of these games is the selection of rhymes for given words. For example, "let's go home", "crocodile - pleased", "kolobok - corner", etc. Further, the work becomes more difficult. Two lines of poetry are written on the board. Children themselves for a certain amount of time must continue what they started. It turns out not at once for everyone, poetic surprises are born gradually, imperceptibly.

To enrich the vocabulary of children, we all often use proverbs and sayings in our work . They are a traditional didactic set for practicing various skills and abilities while studying different sections of the Russian language. Unfortunately, most often the work does not progress further than writing, explaining the meaning and memorizing. Therefore, most often in subsequent classes, children cannot remember the already studied proverbs and sayings. This material can be included in the organization of work on the development of speech and speech creativity.

From my piggy bank of proverbs and sayings, I can offer the following: *The spool is small, but expensive. A friend in need is a friend indeed. A good deed does not sink in water.*

Tasks can be:

1. Read one (of your choice) sentence-proverb. Orally convey its main meaning. Formulate topic .
2. Based on this sentence, “expand” your thought in writing (from 5 to 15 sentences). Remember that the supporting sentence is the name of your future text: this heading expresses the main idea. Your text can take the form of a short story, an instructive tale, a short poem or a reasoning text. So, gradually you will learn how to turn one sentence into your own author's text.

We all know that the wisdom of the people is contained in popular sayings, moral qualities are praised, negative ones are condemned. Therefore, their use in work contributes to the development of speech, the enrichment of its moral content.

Since the curriculum does not allow in Russian language lessons, in particular, to devote much time to such a rich section as folklore , work can be unobtrusively continued in extracurricular activities .

For example, the game "Translate into Russian". It is known that in the languages of many peoples there are many proverbs and sayings that are similar in meaning, because wisdom knows no bounds. Children love to “translate” such proverbs.

Here are a few proverbs that children will be able to “translate” into Russian.

1. Before speaking, turn your tongue seven times. (*Vietnam .*)
2. You can't hide a camel under a bridge. (*Afghanistan .*)
3. The small pot heats up well. (*England.*)
4. The son of a leopard is also a leopard. (*Africa.*)
5. Where the shovel leads, water flows there. (*Tibet .*)
6. After dinner you have to pay. (*England.*)
7. A scalded rooster runs away from the rain. (*France .*)

Sample answers:

1. Seven times measure cut once.
2. You can't hide an awl in a bag.
3. Mal spool , yes roads .
4. The apple never falls far from the tree.
5. Where the needle goes, there goes the thread.
6. You love to ride, love to carry sleds.
7. frightened bird Total afraid .

The rhyme selection game exercises discussed above will help children compose riddles . In the course of a joint discussion with the children, it is necessary to identify important signs of the riddle:

- the subject is not named, but it is compared, described, contrasted or called differently;
- the main features of an object that distinguish it from all others are called;
- some riddles can use rhyme.

To compose riddles, children need to be told about the types of riddles: description, allegory, question. This is easy to remember, because , highlighting the essential features of the riddle, these techniques were discussed with the children.

For the development of the speech of younger students, a variety of methods can be used, including the method of tongue speaking. During colloquial communication, schoolchildren have the opportunity to feel pride in the richness of their language, to feel the iridescence and ringing power of Russian speech, to create a space for creative interaction, to please each other and to rejoice themselves.

The tongue speaking technique can be used both in the classroom and in extracurricular activities, and you can also develop speech at home.

I offer the following forms of work with a tongue twister.

Playing tongue twisters :

- pronunciation at a different pace with different intonations (joyfully, enthusiastically, sadly, excitedly, surprised, preoccupied, disappointed ...);
- pronunciation, accompanied by certain hidden actions (for example, clapping, waving a hand, dance movements ...); - improvisational staging of tongue twisters; - creating tongue twisters.

You can arrange a "Patter circle". To do this, some object is passed around the circle and a tongue twister is pronounced (the same or different for each person).

Play the game "Tongue Ribbon". A ribbon is fixed at the ends of two sticks (you can use a thread or rope). On command, two people begin to twist it and at the same time say a tongue twister. Who will roll the tape faster and at the same time pronounce the tongue twister correctly.

Tongue twisters with continuation. If one of you comes up with the beginning of a tongue twister, then you can offer it to everyone else to finish it. When this process is completed, everyone who took part in the creation of the tongue twister read out what they got. For example, such tongue-twister sets, each of which can be supplemented by you.

Easier than a simpleton Prokhor

- to wake up millet just like that, - to walk along the wire, - to hold a festive reception, - to purchase a device for combing ...

naughty kid

- hissed at the cat, - slapped Shura with a silk scarf, - mixed the vermicelli with chocolate, - hung the vermicelli on the puppy's ears, - threw the cones into the cupboard ...

Cheerful whistlers Svistunov and Svistulkin

- fresh sausages whistled, - they turned off the wedding fuss, - they dumped the whistler on a date ...

I have accumulated many such sets in the process of working on the methodological topic "Using various methods for developing the speech of younger students in the classroom and in extracurricular activities".

2. Word drawing.

A primary school teacher often has difficulty trying to develop the imagination and speech of children, including through verbal drawing. Verbal drawing is the ability of a person to express his thoughts and feelings based on a read fairy tale, fable, story, poem.

The program for primary school provides a large list of speech skills with a consistent increase in their complexity from class to class. Among them are:

- the ability to embody in the word the products of fantasy and creativity of students;
- the ability to use figurative language means in speech: comparisons, epithets, metaphors, personifications; - the ability to verbally describe an object.

It is these skills that need to be developed purposefully and in the system.

Now it is getting more and more difficult to do so . to . the number of hours for literature lessons is reduced to a minimum. And yet I try to study at least part of the lyrical works with children using four groups of exercises .

The first group of exercises is aimed at developing in children the ability to emotionally respond to what they read.

To enhance emotional perception, the following tasks are necessary:

- What feelings arose in your soul while reading the poem: amazement, joy, admiration, regret, delight?
- Pay attention to the words that the author chooses to convey joy at the sight of extraordinary beauty.
- Find words in the poem that convey the mood of the author.
- Come up with (pick up) a melody for this poem.

The second group of exercises is aimed at awakening the imagination and fantasies of schoolchildren (verbal drawing). Tasks:

- Imagine that you need to draw a picture for this text. What colors do you use for the sky, clouds, greenery, ground, etc.
- Listen to the sound of the poem and try to sing a melody that sounds like it;
- What sounds are repeated in this line and what do they “draw”?
- Choose a verbal illustration for the entire poem or for a passage of your choice.
- Which lines of the poem match your illustration?

The third group of exercises is aimed at detailing and concretizing ideas about epithets, comparison, personification, metaphor. Tasks:

- Match your epithets to the specified word and compare with the author's.
- Will the poetic image change if you replace the epithet, comparison, metaphor.
- Find figurative means of language in the text of the poem: epithet, comparison, personification, metaphor.
- Find the epithet and the word it defines.

The fourth group of exercises - on the expression of a personal attitude:

- What mood of the author did you feel?
- Share with your friends your impressions of what you heard .
- Express your feelings.
- Tell us about your attitude to the imaginary picture.

The result of the work on verbal drawing will be that the group of children with figurative speech will increase significantly, vocabulary will be activated.

3. Mathematical speech.

The study of the mathematical language, familiarity with its components is an integral part of the initial teaching of mathematics. It is in elementary school that students are first introduced to the artificial language of mathematics. Therefore, special attention should be paid to working with its signs.

It is customary to write essays in the lessons of the Russian language and literature. However, they can also be used in teaching mathematics. This type of work involves mainly the use of natural language to

describe the content of mathematical concepts, the meaning of terms or symbols, their origin, the properties of mathematical objects, operations ... Compositions can serve to reveal the connection between mathematical and natural languages. Among the essays on mathematical topics, one can distinguish essays-descriptions, essays-stories, essays-fairy tales, essays-riddles.

Essays-descriptions are aimed at revealing the features, properties of a particular mathematical object or phenomenon, describing an act of mathematical activity. They can be comparative, where common and distinctive properties of objects or processes are revealed. The purpose of essays-descriptions of acts of mathematical activity is to describe the algorithm for performing some action. For example, "How to build a segment?", "How to solve a problem?", "How to solve an equation?" etc.

Descriptive essays can be based on the observations of students, on their personal impressions, or on the analysis of reference and popular science literature. In order not to be unfounded, I will give an example of an essay-description. "*Triangle*. The triangle is a geometric figure. A triangle consists of three segments that are connected to each other. The connecting points of the segments are called the vertices of the triangle. They can be denoted by the letters A, B, C, etc. There are three angles in a triangle."

Essays-stories are a narrative about some events in mathematics, a verbal presentation of acts of mathematical activity, etc. They can also be of the abstract type or based on the personal experience of the students. You can suggest topics related to the history of the emergence of mathematical concepts and their terms or symbols ("How did the name ...?", "How did the sign ...?", "How did people learn to count?").

Essays-fairy tales are the most interesting type of essays in mathematics lessons. Fairy tales are not only a storehouse of folk wisdom, but also a means for the development of students: their creative abilities, speech, imagination, fantasy, critical thinking, and interest in mathematics. Writing mathematical fairy tales requires a deep analysis of the meaning of mathematical concepts. Indeed, in the course of the fairy tale, the heroes (geometric figures, numbers, figures, etc.) must be described, i.e. name their essential properties, think about how they can be transformed in the future. For example, a triangle can change its shape, name, go through adventures related to the process of finding the values of its dimensions (area, perimeter, etc.). And with numbers, some fabulous arithmetic operations can be performed, a change in "appearance" (digital designation).

Fairy tales also include fairy tale versions of the origin of mathematical concepts and their designations.

Riddles essays are a variety of both description essays and fairy tale essays. Their purpose is such a description of a mathematical object, its properties, so that this object can be recognized, its term or symbol can be indicated. To do this, the student needs to highlight the essential properties of the described concept or mathematical object, then give them a verbal description in natural language, without naming the object. In this case, the essay can be built in the form of a description or a fairy tale.

For example, in the form of a description: "The dog, the cat, and the chair have this number. The person doesn't have it. But when a person was still small, he also had this number. This number consists of two identical numbers. In the form of a fairy tale: "Once upon a time there was one number. She decided to change her appearance. Went to a beauty salon and explained how she wants to look. Beauty salon workers said that for this number it is enough to lift the hat and put on a belt. What number came to the beauty salon, and how did it want to look?"

These forms of work are focused on the development of creative abilities, imagination, mathematical speech, on the formation of positive emotions in teaching mathematics.

Conclusion.

The development of students' speech has been and remains one of the most important tasks of elementary school. Work on its development is carried out from the very first stages of education.

In order for children to successfully master the basic speech skills and abilities, a huge work of the teacher is necessary. A child expresses his thoughts accurately and expressively only when he has a need to share them, when the lesson takes place at a high emotional level: affecting his thoughts and feelings.

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