



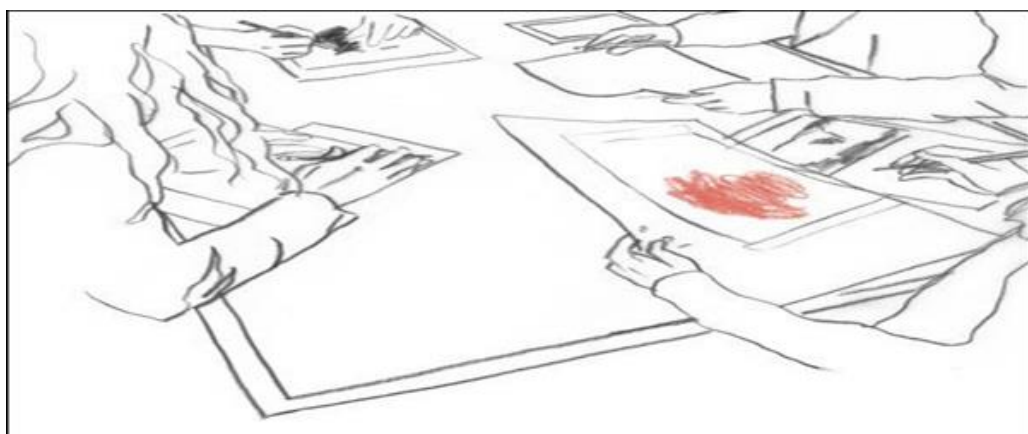
Speech Formation in Primary Class Students Using Pictures and Different Small-Solved Problems

Zaripova Maftuna Bahromovna

A.Qodiriy in the name of JDPU External section "In preschool and elementary schools teacher of the "distance education" department

Abstract: speech culture has its place during a person's life, and it develops continuously throughout a person's life. School education is especially important in this. It is the most important period of the speech development stage of students in primary grades. Many methods are being developed in this field in the countries of the world. This article describes different foreign country methodologies.

Keywords: Methodology, speech, free thought, outlook, education.



Enter

The best teachers and Methodists talked about the need to develop the child's speech and balance his love for his mother tongue. K. D. Ushinsky advocated the development of the "gift of words", stressing the importance of forming a child's musical activity and further education. "A child who is not used to developing meaningful words, does not understand the meaning of words, does not understand the meaning of language and does not have the ability to solve it freely, in writing and in writing, always

suffers from this deficiency when learning another subject smokes." If the child does not develop speech, if he cannot fully express his thoughts, he will have difficulty mastering all subjects.

As a result, the child's activity in the life of the society is not observed. The development of the child's speech, as one of the indicators of the general development of his personality, along with mental, spiritual, intellectual development, is a way of introducing the student to culture, the conditions of his self-development, and general communication. learning new things, cultural values. In addition, the ability to speak is the main basis of any human activity. Speech development means systematic work on its content, consistently teaching children to make sentences, choosing the right word and its form, and constant work on the correct formation of thoughts.

You take an active part in work and development at a young age, and a primary school student will have a detailed and voluminous character. After all, at primary school age, the child's leading activity turns into educational activity.

There are many ways to develop the speech of young students. After all, teaching a child to speak clearly and grammatically correctly, to express his thoughts and feelings, to form the ability to communicate is a complex and difficult task that requires hard work from the teacher. Some of the effective methods and techniques used in mastering practical work.

Methodology.

1. Improving, enriching and activating students' vocabulary.

Vocabulary work is the basis, foundation of all work on speech development. If there is not enough vocabulary, the student cannot make sentences and express his thoughts. Working on the vocabulary consists in clarifying, enriching and activating it. I am constantly working on improving vocabulary in all classes. That is, I am researching the topic of how much vocabulary is formed in relation to age and what they are. Students often do not understand simple words.

The reason for this is the slowness of work on instilling the skill of going deeper into the meaning of words. Children do not think about the meaning of the word at all, they do not have an image behind the word. In order to clarify the meaning of words, certain tasks such as naming the words from which these words are made, choosing test and category words, searching for checked and unchecked words are effective. Such exercises force you to study the meaning of the word in depth, and also develop spelling skills. Active vocabulary in children is small. However, many people do not always know how to use this small vocabulary in their speech.

So my tasks are:

expand children's vocabulary;

make passive vocabulary active;

enriching the student's speech with figurative words and phrases.

I S.N. I took Lisenkova's methodology to work on words with unverifiable spelling. The tasks here are not only aimed at memorizing a new word, but systematic work is being carried out to develop speech. Words are divided into blocks, each block has its own name. For example: "exercise", "on the river", "birds" and others. Each block is placed in the classroom for one week. The work is carried out according to the following plan.

monday Acquaintance with the block, spelling pronunciation (3 times), writing words in separate dictionaries with spelling and accentuation, determining the meaning of these words (according to the explanatory dictionary), choosing the name of the block.

tuesday To write in notebooks by syllables, to copy (spelling pronunciation).

wednesday Creating phrases, choosing words with the same root (if possible), making sentences.

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

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

The best creative stories are read aloud and placed in a common notebook for creative work hanging in the classroom. In grades 3-4, the stages of this plan can become more complicated. For example, find the meaning of a word in an explanatory dictionary at home, etc. Enriching students' vocabulary is of great importance in the development of their speech. Therefore, every time I am convinced of the need to constantly work with dictionaries, I try to arouse interest in one word. It is necessary to learn the origin of the word (it explains the spelling in many ways), its structure (content), pronunciation, spelling, and its meaning.

It is necessary to show how this word lives and develops in phrases, sentences, small text; connect the word with a specific speech situation. Of course, the game comes to the rescue. A variety of word games develop children's natural sense of language, preparing them for the perception of poetic forms studied in high school.

One of these games is choosing rhymes for given words. For example, "let's go home", "rectangle - corner" and others. In addition, the work becomes more difficult. Two lines of poetry are written on the board. The children themselves have to continue the work they started for a certain period of time. Not all at once, poetic surprises are born gradually, imperceptibly. We all often use proverbs and proverbs in our work to enrich children's vocabulary.

They are a traditional didactic set for practicing different skills and abilities in learning different sections of the Uzbek language. Unfortunately, work often does not develop before writing, explaining the meaning and memorizing. Therefore, often in later grades, children do not remember proverbs and proverbs that have already been learned. This material can be included in the organization of work on the development of speech and speech creativity.

From a collection of proverbs and sayings, I can offer the following:

The reel is small but expensive.

A friend in need is a friend indeed.

A good deed does not sink.

Tasks can be:

Read a sentence (of your choice). Verbalize its main meaning. Forming the topic.

Based on this sentence, "expand" your idea in writing (5 to 15). Remember that the supporting sentence is the title of your future text: this title expresses the main idea. Your text can be in the form of a short story, a parable, a short poem, or a thought piece. So, little by little, you will learn to turn one sentence into your own author's text.

We all know that folk wisdom is embodied in folk proverbs, moral qualities are praised, and negative ones are condemned. Therefore, their use in work helps to develop speech and enrich its moral content. Since the curriculum, in particular, in the Uzbek language classes, does not allow to devote a lot of time to such a rich section as folklore, the work can be easily continued in extracurricular activities.

For example, the game "translate into Uzbek". It is known that there are many proverbs and proverbs in the languages of many nations that are similar in meaning, because wisdom knows no bounds. Children love to "translate" such proverbs. Here are some proverbs that children can "translate" into Uzbek.

Roll your tongue seven times before speaking. (Vietnam.)

You can't hide a camel under a bridge. (Afghanistan.)

A small pot is well heated. (England.)

The tiger's son is also a tiger. (Africa.)

Water flows where the shovel leads. (Tibet.)

After dinner you have to pay. (England.)

Rooster, burnt by the rain, runs away. (France.)

Sample answers:

Measure seven times and cut once.

The cover cannot be hidden in the bag.

A small reel, but valuable.

The apple never falls far from the tree.

Where the needle goes, the thread goes.

You like to ride, you like to lift a sled.

A frightened bird is afraid of everything.

The above-mentioned rhyming game exercises help children to make riddles. In the process of discussion with the children, it is necessary to determine the important signs of the riddle:

the subject is not named, but it is compared, described, contrasted, or otherwise named;

the main features that distinguish the object from all others are called;

some riddles may use rhyme.

To make riddles, children should be told about the types of riddles: description, allegory, question. It is easy to remember, because these methods were discussed with the children, highlighting the important features of the riddle. Various methods can be used to develop the speech of young students, including the method of speaking in language.

During the conversation, schoolchildren are proud of the richness of their language, feel the brightness and ringing power of Uzbek speech, create a space for creative interaction, please each other and enjoy themselves. has a chance.

Language speaking techniques 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 working with tongue twisters.

Language play:

- pronunciation at a different pace with different intonations (joyfully, enthusiastically, sad, excited, surprised, busy, disappointed ...);
- pronunciation, accompanied by some hidden movements (for example, clapping, waving, dance movements ...);
- improvisation scene of tongue twisters;
- Create a verbal greeting.

You can organize a "Patter circle". To do this, some object is passed around the circle and the twisting of the tongue 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 string or rope). On command, two people start twisting it and twisting the tongue at the same time. Who spins the tape faster and at the same time pronounces the tongue twister correctly. It twists with the extension of the tongue. If one of you comes up with the beginning of a tongue twister, you can invite the others to finish it. Once this process is

complete, everyone involved in the creation of the tongue twister will read what they received. For example, such tongue-twister sets, each of which can be completed by you.

Draw a word. A primary school teacher often has a hard time trying to develop children's imagination and speech, including verbal drawing. Oral painting is the ability of a person to express his thoughts and feelings on the basis of a read fairy tale, tale, story, poem.

The program for elementary school provides a large list of speech skills, the complexity of which increases from grade to grade. Among them:

- to be able to embody in words the products of imagination and creativity of students;
- the ability to use figurative language tools in speech: comparison, epithets, metaphor, personification;
- the ability to verbally describe the topic.

It is these skills that need to be developed purposefully and systematically.

Now it is becoming increasingly difficult to do so, because. Hours for literature classes are reduced to a minimum. And yet, I try to learn at least part of the lyrical works with the children using four group exercises.

The first group of exercises is aimed at developing children's ability to react emotionally to what they read.

To strengthen emotional perception, the following tasks are necessary:

What feelings appeared in your heart while reading the poem: surprise, joy, surprise, regret, pleasure?

Note the words the author chooses to convey the joy of seeing extraordinary beauty.

Find words from the poem that express the mood of the author.

Come up with a melody for this poem.

The second group of exercises is aimed at awakening the imagination and fantasy of schoolchildren (verbal painting).

Duties:

Imagine you have 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 similar to it;

What sounds are repeated in this line and what do they "draw"?

Choose a word picture for the whole poem or for a passage of your choice.

Which lines of the poem match your picture?

The third group of exercises is aimed at detailing and concretizing ideas about epithets, comparisons, personifications, and metaphors. Duties:

Match your epithets with the given word and compare it with the author's words.

If the epithet, simile, metaphor is replaced, does the poetic image change?

Find figurative means of language in the text of the poem: epithet, simile, person, metaphor.

Find the epithet and the word it defines.

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

1. How did you feel the author's mood?
2. Share your impressions with your friends.

3. Express your feelings.
4. Tell us about your reaction to the imaginary picture.
5. The result of the work on verbal drawing is that the group of children with figurative speech increases significantly, vocabulary becomes more active.
6. Mathematical discourse.
7. Learning the mathematical language, getting to know its components is a component of elementary mathematics education. It is in primary school that students are first introduced to the artificial language of mathematics. Therefore, special attention should be paid to working with its signs.
8. It is usual to write an essay in Uzbek language and literature classes. However, they can also be used to teach mathematics. This type of work mainly includes 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, their actions... Compositions help to reveal the connection between mathematical and natural languages can serve. . Essay-description, essay-story, essay-tale, essay-riddle can be distinguished among essays on mathematical topics.
9. Essay-descriptions are aimed at revealing the characteristics of a certain mathematical object or phenomenon, describing the action of mathematical activity. They can be comparative, where common and specific properties of objects or processes are revealed. The purpose of essays describing acts of mathematical activity is to describe the algorithm for performing some actions. For example, "How to construct a segment?", "What problem to solve?", "How to solve an equation?". etc.
10. Descriptive essays can be based on the observations of students, their personal impressions, or analysis of reference and popular literature. In order not to be unreasonable, I will give an example of an essay. "Triangle. A triangle is a geometric shape. A triangle consists of three segments connected to each other. The points of connection of the segments are called the vertices of the triangle. They can be designated by the letters A, B, C, etc. A triangle has three angles."

Essays are narratives about some events in mathematics, oral presentations of mathematical activities, etc. They can also be abstract in nature or based on students' personal experiences. You can suggest topics related to the history of mathematical concepts and their terms or symbols.

Essay-tales are the most interesting type of essay in mathematics classes. Fairy tales are not only a storehouse of folk wisdom, but also a means of developing students' creative abilities, speech, imagination, fantasy, critical thinking, and interest in mathematics. Writing mathematical stories requires a deep analysis of the content of mathematical concepts.

In fact, in the process of a fairy tale, characters (geometric figures, etc.) should be described, that is, name their main characteristics, think about how they can be changed 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 some amazing arithmetic operations can be performed with numbers, changing "appearance" (number symbol).

Fairy tales also contain fairy tale versions of the origin of mathematical concepts and their definition.

Riddle essays are variations of descriptive essays and fairy tale essays. Their purpose is to describe a mathematical object and its properties in such a way that it is possible to recognize this object, to indicate its term or symbol. To do this, the student should highlight the important features of the described concept or mathematical object, and then give them a verbal description in natural language without naming the object.

In this case, the essay can be constructed in the form of a description or a tale. For example, in descriptive form: "The dog, cat and chair have this number. This person does not have it. But when the man 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 a number. She decided to change her appearance.

Going to the beauty salon, she explained how she wanted to look. Beauty salon employees say that for this figure, it is enough to lift the headgear and wear a belt. What number came to the beauty salon and how did she want to look? These forms of work are aimed at the development of creative abilities, imagination, mathematical speech, and the formation of positive emotions in the teaching of mathematics.

Summary. Development of pupils' speech has been and remains one of the most important tasks of primary school. Work on its development is carried out from the initial stages of education. In order for children to successfully master basic speech skills and abilities, a great deal of work is needed by the teacher. A child expresses his thoughts when there is a need to share them correctly and expressively, when the lesson is at a high emotional level: when it affects his thoughts and feelings. Each teacher has his own secrets that help to develop the speech of elementary school students. Perhaps my speech helped to remember some of them. Generally speaking, speech methodology is considered comprehensive, but its implementation at a high level in primary education requires incomparable skill. Because the student's level of formation continues and grows at a rapid pace, the influence of various other factors is observed at a noticeable level. Therefore, external influences should not be forgotten. In the world, the development of children's speech integrated with the external environment and highly effective technology is still ongoing. However, there are positive indicators in various graphic subjects.

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