



USE OF PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF SPEECH CULTURE OF PRIMARY SCHOOL STUDENTS

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Annotation

This article deals with “The use of pedagogical technologies in the development of speech culture of primary school students”. Because primary education plays a central role in the development of children’s speech. After all, a child communicates with other people through speech, learns about nature, the environment, expresses his thoughts and desires to others.

Keywords: Action strategy, speech, speech culture, oral and written speech, speech deficiencies, speech etiquette, speech skills, fluency, pedagogical technology, pedagogical skills.

The physical and spiritual development and intellectual potential of the younger generation play an important role in the development of society. As the head of our state Shavkat Mirziyoyev noted, “Today, when the world is rapidly changing and various new threats and dangers are emerging that threaten the stability and sustainable development of peoples, spirituality and enlightenment, moral education, youth education, it is more important than ever to focus on the pursuit of perfection”. In order to improve the state youth policy, protect the rights and interests of young people, create the necessary conditions for their harmonious development, set out in the “Strategy of Action” in the five priority areas of development of the Republic of Uzbekistan. important documents were adopted, practical work was carried out, certain results were achieved. However, the work to be done in this area is always extensive and relevant. This foundation will be strong only if the foundation, concepts and skills of all spiritual and moral qualities are formed from childhood. The culture of speech, communication and communication has a special place in the structure of spiritual and moral qualities. Pedagogy plays an important role in developing students’ communication skills. This is one of the most important conditions for the development of free and clear speech of the teacher, the speech and thinking of students.



Primary education plays a central role in the development of children's speech. After all, a child communicates with other people through speech, learns about nature, the environment, expresses his thoughts and desires to others. Speech development takes place in two ways: first, the child learns to understand the speech of relatives and other people, and second, the ability to repeat it. All the efforts of educators should be aimed at teaching the child to express their feelings and impressions clearly, vividly and figuratively, to express their thoughts freely. To do this, she needs to be helped to become fluent and expressive in her native language. The development of his speech competencies is also important in the upbringing of a comprehensively mature person. As K.D.Ushinsky said: "From an early age, a child begins to master the elements of folk culture, learning them, first of all, through knowledge of the native language". In addition, the overall development of the child depends on the level of development of the child's speech. Improving students' speech is the result of the effective and consistent work of primary school teachers. The teacher's goal of teaching a variety of subjects includes issues such as developing students' speech culture, speaking skills, and developing their creative abilities. The teacher's speech is an example for the students. In order for a student's speech to be fluent and understandable, it is important to address the shortcomings in his or her speech. Speech has both internal and external appearance. Inner speech is a passive speech that a person speaks to himself and does not require the participation of another person. Therefore, this speech is self-directed and uncontrollable. Inner speech is the basis of oral and written communication. External speech is active speech that is focused on others and can be controlled, both orally and in writing. Another difference between written speech and oral speech is that we see and read written speech. For a written presentation to be successful, it is necessary to systematize the collected material, make a plan, prepare a rough copy of the work, rework it on the text, and translate it into white. In today's world where speaking correctly and expressively has become a vital necessity for every educated person, the problem of developing students' speech should be considered as one of the most pressing issues in the education system. That is why scientists believe that K.B.Barxin, B.I Sokolov, M.A.Ribnikova and others pay The methodical works of special attention to the issues of mutual development of students' oral and written speech. Scholars have criticized the following shortcomings in the teaching process at school:



1. Most teachers still do not fully understand the vital importance of oral speech. So they are mistaken in thinking that the school does not need special oral development exercises. Such teachers forget the connection between oral and written speech in practice, believing that if the student learns to write perfectly, flawlessly, their speech will grow spontaneously.

2. Students' speech is extremely poor in content and has a number of shortcomings. Because in the upper grades, the teacher does not pay attention to the issue of speech. Therefore, I believe that the following recommendations should be used by teachers to develop students' speech thinking and speech culture in the teaching process:

1. Every teacher uses a variety of methodological forms and methods to enhance student speech.
2. Organize a system of exercises for students to improve their oral speech.
3. Develop monologue and dialogic speaking skills in a system of exercises designed to develop students' oral speech.

Now speech etiquette, public speaking skills, public speaking skills, public speaking skills should be a part of school life. Especially if the teacher's speech is expressive enough, of course, such speech will also affect the children's speech. It is well known that the role of the culture of communication in the development of society is the most important cornerstone of peace and tranquility between people. After all, this foundation will be stable only if the foundation, concepts and skills of all spiritual and moral qualities are formed from childhood. The culture of speech, communication and communication has a special place in the structure of spiritual and moral qualities. Pedagogy plays an important role in developing students' communication skills. This is one of the most important conditions for the development of free and clear speech of the teacher, the speech and thinking of students.

The methodology of individual formation of speech culture in primary school students includes the following stages:

1. To study the true personal characteristics of the individual style of speech development education in primary school students and to develop the fluency of students' speech. Independent analysis of speech growth in primary school students is based on mutual descriptions, teacher observations. Concerning speech behavior among elementary school students, "How do I interact with other people?" talk about
2. The work done to identify and eliminate deficiencies in speech: overcoming shyness, shyness, negative attitudes.



3. Assignments to develop an emotionally comfortable method of communication for the educator in speech and compare them with self-observation data.

4. Work in the field of mastering the components of individual pedagogical approach to speech.

Aspects of pedagogical behavior play an important role in the organization of the educational process, in the development of students' speech. Here are a few steps.

The first step is to inform the student about the state of the educational process.

The second step is to get the student's attention to the object of the speech.

The third stage is the organization of speech, in the direction of the presentation of new material, the teacher prepares students for future communication, the explanation of new material.

The fourth stage is the interaction of speech, and its image must go hand in hand with the system of "seeing".

The fifth stage of pedagogical influence is the "feedback" that takes place both in content and in emotion. Feedback is a necessary part of any speech process and is important in pedagogical activities.

The teacher conducts classes with a variety of students throughout his career, while the speech of the students in the classroom is also unique. Some are short-sighted and short-tempered, some are eloquent and able to express themselves freely to others, some are good at writing, some are able to express themselves orally, and some are shy. during which he hardly speaks, is unable to communicate freely with his friends, and is a stranger in the classroom because he cannot adapt to the classroom environment.

This is definitely a speech problem. To overcome the shyness of this type of student, the teacher needs to be able to study and analyze it in detail. If there is a lack of communication in the family, parents, siblings, communication with peers at school, take the necessary measures and work with these types of students in the classroom. It is advisable to practice and give assignments. Reading lessons and textbook topics will help you to perform such tasks purposefully and qualitatively. Because the topics covered in the textbooks, in addition to educating students, prepare them for life, broaden their horizons, enrich their speech with colorful and meaningful words, and keep them in place in different situations. Develops reading skills. Textbooks in different genres, stories, works, poems, fairy tales, narrations, proverbs, sayings, riddles on topics that enrich the spiritual world of students and effectively affect them



in every way. and ez sayings are given. Logical techniques such as analysis, synthesis, comparison, and generalization are used in order for students to consciously understand the work read, to understand its main content and ideas. Different methods are used to analyze the work read. The children tell the main characters in the story, and under the guidance of the teacher make a schematic plan of the work (knot, culmination, solution). For example, in the story “Conversation with Nature” given in the “Emerald Spring Breath” section of the Grade 3 Reading textbook, the children talk about the participants: storm, rain, river, sun, man. In the section “My school is a place of remembrance, my book is a great opportunity”, the participants of the story “The lost child” (Zamira Ibrahimova) tell: Anvar, cook, salesman, mother. Students can name participants in different order. However, the teacher asks them to say them in the order in which they appear in the play. As a result, a story chart is created under the guidance of the teacher. With the help of the teacher’s questions, the children realized that Anwar was a lost child, that he was lazy, slept and dreamed about not doing his homework in math, that he did not know how to calculate in his dream, and that he blushed in front of the cook and the salesman. They tell about The content of the story is thus defined. Thus, the first acquaintance with the content of the story requires students to work consciously, that is, to analyze the events, the composition of the participants, and to develop speech. This kind of reading-related logic becomes more and more complex. In doing such exercises, all students in the class should be taught to speak and express themselves independently. One of the main tasks is to work with shy, timid and shy students, especially in the classroom. Involving such students in the lesson and speaking requires a high level of pedagogical skills. When working with such students, the teacher is more likely to ask them questions, speak through pictures, draw a picture appropriate to the topic and ask them to describe it. it encourages them to think, to be resourceful, to be creative, and to increase their vocabulary by cultivating written and oral speech. In addition, the use of the following exercises will also serve to achieve the expected result faster.

Exercise “Verbal imagination”. Description:

1. Get the key word related to the topic being studied.
2. Ask students to quickly write down other words that come to mind when they hear the word. This is a very short exercise that only takes 2-3 minutes.
3. Explain that not a single word can be written. The result is a "snapshot" of the various words that students imagine with the first word.



4. After studying the topic, ask each student to express in one word what they think or feel about the topic. Ask for an example of a word related to this topic. Go around the class and collect these words. Ask one or two students to make a list of these words.

Scope of use:

This method can be used to determine what students know about a topic at the beginning of the learning process, as well as what news students have learned at the end of the process.

Advantages:

This method helps students to see their own personal development, to work in groups, to have all students participate, to demonstrate speaking skills, and to evaluate the quality of the education you provide.

Challenges:

Exercise time should be strictly adhered to. Prolonging the process can change the nature of the exercise.

For example, if we take the word “potter” in the poem “My uncle is a potter” (Obid Rasul) in the 3rd grade textbook, the first thing that comes to mind when students hear this word is We mention that they write. The students’ approximate options could be: craft, clay, water, pattern, fire, earthenware, ceramic bowl, soup plate, jug, and more. Students can also be asked to explain these words and make up sentences. For example:

1. A potter makes various things out of clay;
2. There are a lot of ceramic bowls in our house;
3. My potter grandfather made very beautiful jugs.

Write and explain method:

Assignments for the organization of individual work of students. 3rd grade textbook “Reading”, section “We are children of a great country”, poem “Answers to questions” (Kholmurod Safarov). Explain in writing the following questions and concepts:

What is the language given to?	
What’s the signature?	
Why was the ear given?	
Why is the mind given?	
Honest work	
Striving for purity	



Based on this task, students develop their personal thinking by answering the questions given in the table correctly and clearly. Advantages:

1. Speech develops;
2. Thinks, thinks, meditates;
3. Develops the ability to work with tables;
4. Practices individually;
5. Easy to master the topic;
6. Diversity of opinion emerges, and so on.

Concept analysis method

Differences between the concepts of “generous” and “stingy”. “Learning from the elders is wisdom” section of the 3rd grade textbook “Reading”, the story of “The Evil of stingy”.

Generous	Stingy

One of the best ways to improve students’ speech in elementary school is through well-organized retelling. The school experience includes full, abbreviated, selective, and creative retelling. It is much easier for elementary school students to retell a text in full or close to the text, while other types are more difficult. The teacher’s question about the content of the story read in the retelling should focus the students on the details of the story, the cause and effect of the connection between individual events. The people involved in the development of the plot of the work, their behavior play a key role. Children understand the content of the work through the analysis of the participants and their behavior, characteristics. The teacher’s question should focus on what the protagonists did, where and under what circumstances their actions took place, the sequence of events, and the interrelationships. The student uses not only analysis but also synthesis in the narration of the content of the work with the help of the teacher’s question: he connects (synthesizes) some facts, compares them, discusses them and draws conclusions. Often, elementary school students do not understand the content of a work because they do not understand the behavior of the participants, sometimes incorrectly or superficially. That is why the teacher should make the question very thoughtful, it makes the child think, think, discuss the behavior of the participants, the connection of events, compare them, help to identify the pros and cons. should be.



A high level of children's speech development can be achieved through: awareness of the literary norms and rules of language; to be able to freely express their opinions; be able to communicate, interact with adults and peers; to be able to listen to the interlocutor, to ask, that is, to answer questions correctly; acknowledge, explain, explain when necessary. To achieve the effectiveness of children's speech development, it is important to take into account the characteristics of their level of knowledge, interest and personal ability. Thus, in order to develop students' speech in a planned way, first of all, it is important to choose them rationally, to ensure that the most important words are studied in terms of their thematic diversity, ie qualitative structure, meaning.

In conclusion, it should be noted that speech has not lost its relevance at all times, as it is important in human life. Speech plays an important role in the comprehensive development of a child's personality. Because speech is a tool of interpersonal communication, a powerful means of communication in all areas. Speech plays an important mental role in human communication, thinking and activity. Without human speech, without language, without thinking. Speech comprehension is a process that takes place before a child has yet to speak, and is a reaction to the meaning of a word, not a reaction to a sound signal. The correctness and accuracy of students' speech depends on the high level of pedagogical experience of the teacher, the ability to use pedagogical technologies, teaching methods, pedagogical techniques, self-management, speech culture depends on the ability to influence the student through, the demonstration of knowledge, skills and competencies such as pedagogical ethics, interaction, achieving positive results. In addition, all the topics in the "Winter Book" textbooks are aimed at educating students, enriching their vocabulary, correcting oral and written speech, and fostering a culture of speech. Image, simplicity, clarity are one of the important factors in nurturing children's speech culture. Speech is a cultural speech that is constructed in a way that is appropriate, effective, and purposeful in the use of all the means and possibilities of language. Speech culture is the attitude towards the use of this language-communication tool. The worse the attitude towards the use of this unique weapon, the more indifferent it is to use it, the lower the cultural level of speech, and conversely, the higher the attitude, the more civilized the speech.



Don't say too much, just say it, say it little by little,

Write the word node in the same word.

It's because of the word,

Too much talk is too much. (Yusuf Khos Khajib)

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