



## **SPEECH IS AN IMPORTANT TOOL IN DEVELOPING STUDENTS' THINKING**

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**Abstract:** *Speech is not only a means of expressing an idea, but also a tool for its formation. Thought serves as the psychological basis of speech, and the condition for its growth is the enrichment of thought. It is possible to successfully develop speech only on the basis of mastering the system of mental activity. Therefore, great importance is attached to the preparation, improvement of the material, the selection, placement and logical operations of the material in the development of students' speech.*

**Key words:** *thinking, language, speech, statement, tool.*

Thought grows successfully only if it is verbally formed and expressed with the help of language material. The concept is expressed by words or phrases, so the concept becomes an important communication material in the word, which is a language tool. Only if a person knows the word (combination of words) that expresses the concept, he will be able to think in external speech based on this concept.

In speech, thought is formed, and at the same time, thought creates speech. "Speech is closely connected with thinking. If there is no speech, there is no thinking, and if there is no material of language, it is impossible to express the thought."

Verbal formation of an idea ensures that it is clear, understandable, pure, consistent, and logical. Learning a language prepares the conditions for learning the phonetics, vocabulary, and grammatical structure of the language, improving one's thoughts, and developing one's thinking. Knowledge, evidence, all kinds of information are the material of thought and speech. Speech serves as an important means of learning the thinking process. Speech is used as one of the main measures of the student's intellectual development. When thinking about the student's mastery of material from all subjects and general intellectual development, it is considered how the child can express this or that topic in his speech (in his written essay, information, retelling, answer to questions).



Thus, speech cannot be separated from thinking, speech develops on the basis of thinking; the thought matures and emerges with the help of speech. On the other hand, the growth of speech helps to form and improve thinking.

It is another exercise to develop students' speech connection with types

The development of students' speech is inextricably linked with the activities of other educational subjects. In native language classes, students learn about nature and people's lives with the help of language; they learn to observe, think, and correctly report what they see, hear, and read. Native language classes effectively help to enrich children's vocabulary, teach them how to structure speech correctly.

The study lesson and related observations and excursions provide students with knowledge about natural phenomena, people's lives and work, moral rules, dealing with other people; in these classes there is a wide opportunity for children's speech, its formation and growth. Reading poems, articles, retelling what was read, narrating what they saw on an excursion, while observing objects and natural phenomena is a means of developing students' oral speech. There are ample opportunities for developing written speech in native language classes. Various exercises on word combinations, sentence formation, statements, and essays that students perform in grammar and reading lessons help them acquire speaking skills.

With the special study of the language in grammar and correct writing classes, children learn to hear and say individual sounds, syllables, words and sentences. They include many words denoting things, actions, symbols, as well as sounds, letters, syllables, words, stems, word-formers, form-formers, suffixes, word groups. , noun, adjective, verb, number, pronoun, conjunction, sentence, part of sentence, primary clause, secondary clause, indicative clause, interrogative clause, exclamatory clause, classification, initial agreement learn a lot of new terms like

In other lessons in primary grades, students' speech is enriched with various words. Observation and visual aids are a means of acquiring knowledge and forming concepts in these classes.

In mathematics lessons, children enrich their speech with new ideas and concepts, a lot of words and terms, learn to make simple and compound sentences: 5 is greater than 3 ( $5 > 3$ ) or three is greater than five small ( $3 < 5$ ); if we add two tens and 5 units to one ten, we get three tens and 5 units (10 Q 25 k 35) and so on.



In the process of solving the problem, they will learn the new meaning of words such as will, remains, will be formed, equal; ...we know, they learn to use phrases such as is being asked in the matter.

Mathematics lessons are important in developing students' connected speech. When solving a problem, they are taught to answer the question completely, use the terms correctly, and formulate the rules clearly according to their level. These, in turn, are a means of enriching and activating students' speech.

Acquiring connected speech skills is effectively influenced by activities related to problem solving, especially problem-solving training exercises. After the issue is read and heard, students are taught to hear and understand its main content, to retell it correctly, briefly and clearly. Teaching to create a problem gives an opportunity to create a logically coherent, small story with elements of discussion. This exercise requires activity and independence from the student, and increasing the child's cognitive activity and independence is very important for his general development and educational purpose. Creating an issue is creating a small story. The difference between a problem and a story is that something is unknown in it, and in order to find it, an answer to a certain question is required. Based on the picture, the student said, "Three sparrows landed on the tree, and two more sparrows flew up and landed. How many sparrows were there in the tree?" formulates the issue. When solving this problem, students think and discuss what to do to find out the number of sparrows that landed on the tree. By discussing and explaining in a clear sequence to solve the problem, children learn to express their thoughts clearly and coherently in the language of mathematics.

Thus, in mathematics lessons, the teacher works on enriching children's vocabulary, creating a story with various sentences, connected speech and narrative, discussion elements. The teacher develops students' thinking and speech in connection with helping to master the features of the language of mathematics. If the teacher pays attention not only to the mathematical content, but also to the correct formation of this content in children's speech, the knowledge acquired by students in these lessons will be real and an effective tool for the growth of their speech. "Insisting on the skills of requiring a clear formation of an opinion, consciously repeating the condition of the problem, creating an independent problem and



explaining the way to solve the problem with the help of questions will develop the culture of retelling, essay and discussion in students."

Pupils, with the help of the teacher, group what they have seen in science classes and excursions, compare them, find similarities and differences. These, in turn, allow us to clearly understand some concepts of nature and develop thinking. Concepts related to natural science are formed in children's minds with the perception of natural phenomena and objects. These concepts are either objects (like tree, apple, peach, plum, plum, flower, grass) or their sign (like fruit, fruitless; bitter, sour, sweet; red, white) in the learning process. , is connected with words expressing action (such as a tree grows, a bird flies, a nightingale sings).

Labor and painting lessons, physical education and singing lessons, as well as extracurricular activities allow students to develop their speech and thinking.

The speech culture of the teacher is of great importance in the development of students' speech. The teacher should speak expressively and effectively in all lessons, in classroom and extracurricular activities, observing only orthoepic pronunciation and norms of literary language, as well as always adhering to all documents in the student's notebook: courtesy and spelling rules must write. With this, he teaches children to speak expressively, to write without mistakes, beautifully, and awakens sensitivity to language.

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