



## METHODS OF DEVELOPING STUDENT SPEECH

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**Abstract:** *Mother tongue textbooks have enough material to work on sentences. On the basis of these materials, students should be taught to construct sentences correctly. Working on the construction of a sentence according to the expression of the sentence develops students' thinking and reasoning skills, increases their abilities.*

**Keywords:** *elementary school, mother tongue classes, oral and written.*

It is said that in the primary school curriculum, mother tongue, reading is an important factor in enriching children's vocabulary, developing connected speech, developing literary and aesthetic thinking, forming speech culture, and ensuring the effectiveness of speech. . These tasks are performed through the study of grammatical topics, observation and analysis of exercise texts, special lexical-grammatical exercises.

The main goal of teaching the mother tongue is determined by the role and function of the language in society. Language is a means of communication - the speaker expresses his thoughts through language, and the listener understands the effect realized through language.

Mother tongue studies prepare students for speaking and listening activities. Since thought is realized through the medium of language, everyone needs to know language and how to use it. Knowing the language is not only mastering its grammatical rules and definitions, but also being able to use the rich possibilities of the native language in practice, that is, being able to express one's thoughts in oral and written form correctly, clearly and literately. To achieve this, it is necessary to pay special attention to work on vocabulary in mother tongue classes. In dictionary work, the meaning, pronunciation and spelling of the word are taken into account. The main goal of working on the dictionary is to help students use it in speech when the need is felt, to ensure that they understand the speech of others.

The main goal of working on the dictionary is to help students use it in speech when the need is felt, to ensure that they understand the speech of others. For this, the teacher should pay attention to the meaning of each word used in the textbook of the native language, words used in educational processes: lesson, excursion, mutual conversation, various activities, which of them should be used for special work. must determine what is required. In order for students to acquire the vocabulary of



the language, the following meanings of the words are introduced in the mother tongue classes:

1. Introducing students to unfamiliar words and phrases. Students may be encountering words and phrases in the textbook for the first time. Although the word is not a new word, the reader does not know its meaning, so it is a new word for the reader.

In the 1st grade "Mother Language" textbook, darpar-da (at the door), proud (proud), ruin (ruined), kamal (to mature—grow, develop), kamil (mature), sarkarda (to they come across words such as mondon), zynat (beautiful, beautiful), qasr (luxurious palace). The meaning of such words can be explained by giving synonyms, explaining them with opposite words, opening the meaning by creating a sentence, creating an understanding through pictures. Such work creates language sensitivity in students.

2. Introducing students to new meanings of words. Students may understand one meaning of polysemous words but not the other. Children cannot learn all the meanings of words at once. Mastering their meaning is done step by step. If he gets to know one or two meanings of a word with multiple meanings in the 1st grade, he will learn other meanings in the 2nd, 3rd, and 4th grades. All levels of the language: phonetics, lexicon, word structure, morphology, syntax (in elementary school, these sections are called "Sounds and letters", "Word", "Sentence", "Connected speech" ) in the process of learning, the meanings of figurative expressions, phrases, similar, similar, opposite meaning words are explained on the basis of different types of work. In the 1st grade "Mother language" textbook, the combination of heart and fire is given, compare it with the combination of burning fire. Which one is used in its meaning? (Burning fire). Which compound is used in a different sense? (Heart of fire). What does the combination of burning fire represent? ... They comment that he has a strong desire to do something.

It seems that the method of comparison is considered an effective method in interpreting the meanings of words.

3. Work on the meaning of words that are rarely used in the students' language. Some words related to literary language are rarely used in students' speech. The meaning of this word is not sufficiently understood by the reader. In its place, words related to ordinary speech, imported from other languages or related to dialect are put. It is necessary for the teacher to create a situation that forces them to use in speech to replace them with book words, to create a need. For example, Jim - calm -



at ease - calm; from the heart - from the heart; hour hand - hour miles; garmdori - pepper; minute - minute; such as district - district.

In order to activate the use of words, students' attention is drawn to the substitution of some words with others during written work. In the 1st grade, it is required that the speech of the students, who are creating an oral story based on the pictures, should be different from each other, and one should not repeat the words of the other. For example, the word "sweet" is replaced by "sweet", "rebuked" - "gave", "zilal" - "clear water", "small" - "miraculous", "tick" - "adl", "nafls" - delicate, a businessman is like someone who knows the eye of the matter. This prepares students to write a written statement in the next grades, that is, they teach to replace words with another, to pay attention to the choice of book words.

In the textbooks, figurative expressions that affect the child's emotions are used a lot, working on them according to the purpose makes the student's speech attractive, brings their speech closer to the literary language.

4. Work on new word meanings. Such words are rarely used in textbooks. If such words are separated from those related to children's life and worked under the rubric "It is good to know", the student's speech will develop over time.

5. Introducing the meaning of grammatical terms. First, the correct pronunciation and spelling of the grammatical term is taught. After that, its content will be revealed on the basis of examples. Full understanding of the meaning of the term is achieved by teaching the rule and performing exercises.

The following methodological methods are used when working on the dictionary:

1. Comparing word meanings and interpreting them. This method is used to explain the meaning, spelling, and pronunciation of words and phrases with a figurative meaning, paronymous words, and words with the same form: hitting - war: two people fighting - hitting; A fight between two peoples, two countries is a war. The pronunciation of these words is also different.

2. Teaching the spelling, meaning and pronunciation of words through the observation method. This method is used in the process of learning cognate words, in teaching the nuances of meaning, spelling, and pronunciation of blue, white, crimson adjectives (red, white, blue). . For example, they observe the composition of the words: flower, guidon, gulchi, gulzor, gulli, guhiz, gulla. They explain the difference in the meaning of these words and begin to understand that the language is enriched by new words. In this case, the teacher should say that it is the student's duty to learn to think clearly by turning the words into their own words.



Observational forms are also used to teach the spelling of changing words: mouth + im — my mouth, sister + im — my sister, u + ga — her.

3. Method of grouping words according to their signs. Grouping is a mental activity that is important in improving students' vocabulary in native language classes. This method makes it possible to divide words into meaning, category, construction, spelling, etc. Related to the method of grouping, observation and comparison. To group words, they are first observed and then compared. In this process, their similarities and differences are distinguished. For example, kinship grouping:

1. Paternal surname: father, uncle, aunt, dad, great-grandfather, grandfather, grandmother, grandfather.

2. Maternal clan: mother, aunt, uncle, aunt, grandfather, grandmother, great-grandmother. Adjectives: a) characteristic adjective: exuberant, heavy, depressed, intelligent, stupid, imaginative, insensitive, anxious, lazy, lazy, hard-working, industrious, etc.; b) quality of taste: sweet, bitter, sour, bitter, salty, delicious, tasteless, bitter, etc.

Grouping can be organized as a competition.

It is also possible to write a list of words in a certain group alphabetically.

1. Make a dictionary of names of children's games.
2. Make a list of poet names you know.
3. Make a list of fairy tale names.
4. Make a list of place names.
5. Make a list of rhyming words.
6. Make a list of synonyms.

These are organized depending on the studied topics and exercise texts.

An explanatory dictionary of words can be compiled at the class and school level, displayed and made available for public consumption. A glossary is provided at the end of the mother tongue textbook. From this dictionary, students mainly learn the spelling of the word. They master the guidelines for using the dictionary.

Words with the opposite meaning are called related words (antonyms). Antonyms are for many in words that denote a character. Antonym relationship is a phraseological unit with a word (lazy - as if he has a horse in his heart). Primary school students are introduced to antonyms. Work on antonyms begins with finding an antonym in the text, then special equipment:

1. Assign antonyms to the given words. When passing a noun: pain - ..., friendship - ..., white - youth - ..., when passing an adjective: lazy - , wise - , sick - ..



when passing a verb: honest - , anqov - , , burned - ..., created - are given as. Pupils fell ill - pleasure, enmity, blackness, old age to the given horse; hardworking, alert, liar, ignorant, healthy; They choose the antonyms of the verb heals, turned off, finished and write them with their pairs. 2. Sentence content by joining words with opposite meanings. In this case, the teacher chooses an antonym and gives a word for a sentence, students choose an antonym for the given word and make sentences using them. 3. Finding an antonym for the given sentence. If the teacher is the right person, it will be added. A good word is a word or a deed. When young people come to work, oil, ... talk - mud. He gives sentences such as "speak less" and "work ... look", students find antonyms that match the meaning of the sentence and read (or write) the sentence. Enriching students' vocabulary with synonyms and antonyms helps students express their thoughts clearly, fluently and expressively. Proverbs are of great importance in enriching students' speech. Proverbs are very useful material for reading, conversation, storytelling, grammatical analysis and writing. They will be concise, meaningful and impressive; proverbs develop students' artistic taste, teach them to pay attention to speech, to think correctly and logically, and play an important role in aesthetic education. Depending on the topic in the textbooks, Uzbek language textbooks contain a lot of proverbs on various topics. Pupils read proverbs, connect them with the moral problem of the read work, with life conditions, explain the figurative content of the document, the meaning of some words and phrases. to use proverbs with a big place. Proverbs helps to understand the content of many works, using the device of the read work. For example, the qualities of the fairy tale "Hunter, Blue and Wise" (4th grade) are "United, not united", "There is a lot of wisdom in unity", "United strength is invincible", "Friends are united" If there is, work will be easy" proverbs; Is it easy to be polite? (A. Obidjon) after the works "Politeness is a person's ornament", "A polite boy is a manzur", "Ilm. the biggest one is manners", "Mind comes from youth, manners from head" proverbs are given, which reveal the essence of the content of this work.

Logic plays an important role in the overall development of children's vocabulary and language, and is carried out in conjunction with vocabulary work and other language-related activities. Logical techniques are very diverse: 1. Object/arnpng groups related to the topic: outerwear (dress, suit) and playwear (boots, shoes, l; house) such as animals and wild animals. What is this, children? the answer to the question is taught: This is n-im-a? - Bus. 2. Enumerate the things that have been done and name them with a generalizing word. For example, how can you name a table, a chair, a cupboard in one word? (Furniture) 3. From the



given items, follow those that do not belong to the same group. For example, a pencil, a pen, a ruler, an eraser, still blind, the students divided the educational tools, they say that the chair is not included in the educational tools, it is furniture. Such an exercise is also possible to learn a game: given information, find the excess and why the excess is your requirement: swallow, sparrow, cat, music.

4. After the words that indicate the names and symbols of the subject. In this case, the words are mixed like teapot, ax, ax, bowl, saw, plate. Pupils group and write the name of the teapot: teapot, bowl, the name of the working tools: ax, ax, etc. Words denoting the sign of things are also mixed, children are divided into toft groups (color, taste, shape, files).

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