



THE ROLE OF SPEECH PERITY IN THE ACTIVITY METHODS OF A MODERN TEACHER

Bekmurodova Guzal Akhror kizi

Lecturer of the 45th IDUM "Mother tongue and literature" of the Guzar district of the Kashkadarya region of the Republic of Uzbekistan

Abstract. This article shows the effectiveness of using active methods of teaching in directing primary school pupils to creative thinking, touched on the possibilities of using "Creative text based on a picture", "Fifth, sixth, seventh...is extra", "Chain word" during lessons. At present, much attention is paid to the issues of scientific research on the problems of language and speech, the features of their connection with culture, which are considered a means of human communication. In connection with the development of society, the mutual exchange of ideas, as well as the rise of culture, directly depend on the characteristics of language and speech. This article explores the linguistic, psycholinguistic features of youth jargon.

Keywords: primary education, creative thinking, "Creative text based on a picture", "Fifth, sixth, seventh...is extra", "Chain word", creative work, language, jargon, slang, linguistics, speech, society, study, communication, vocabulary, system, youth, group, national, dictionary, training, interactive approach, exercise, task, developing technology, skills, abilities.

Introduction.

On the basis of the order of the Minister of Public Education of the Republic of Uzbekistan No. 372 dated December 5, 2022 "On the further improvement of continuous methodological services in the public education system", one of the important factors in the development of methods promotion is to direct students to "Creative thinking" (*to reach for innovations in order to achieve their goals, to make unusual decisions, to teach inventive skills*). The following main conclusions should be taken into account when directing to creative thinking: - a pupil must learn, think, invent on his own, otherwise no one can teach him anything; - the teacher organizes a process that helps pupils to "discover" knowledge; - knowledge is not a copy copied from existence, implementing it in the direction of understanding human formation is an important situation. Tasks, games, and interactive methods that encourage pupils to be active motivate pupils to think creatively, actively solve the received information, express their opinions freely, take the initiative, find solutions to problems in groups, work collaboratively, and express their opinions in writing. Below are examples of assignments that direct pupils to creative thinking.



Today it is important to study the features of speech, language, which are considered a means of communication. The national language is a priceless blessing given to man by nature and society, which reflects the history, culture, creativity and human qualities of the people. The development of the language, the expansion of consumption depends on the people who speak this language, in particular, the literary language is a weapon of interaction between people and society. The civilization of our society is closely connected with changes and renewal, the emergence of languages and the expansion of its consumption. Consequently, this process is clearly visible in the reflection of historical processes, phenomena in the language and its transmission through the language to society. It cannot be denied that every language serving a socially developed community of people is formed in different manifestations, especially secondary social dialects (slang, jargon, slang), professional languages are widely used in oral speech. Main part. The national thinking and peculiarities of behavior characteristic of a person are manifested in the peculiarities of the language, in particular, its vocabulary. The language skill and speech actions reflect the most promising social stratum that determines the development directions of other social subsystems of the language, in particular, the features of speech pronunciation and the literary language. Non-literary words are considered an integral part of the richness of the vocabulary language. Youth jargon as the language of everyday communication of youth expresses their level of development, interests, tastes and needs. Especially the speech of schoolchildren and students, closely associated with socio-economic and political reforms in the social life of the country, has the highest level of change and circle of influence. There are social, economic and psychological roots in the dynamic nature of the speech process of users of the modern national language of the last decade. At the same time, the speech actions of people speaking the national language perform the function of a changing mirror of social development. This feature of the modern national language as an ever-growing language means is seen as a positive development, because it provides a choice for those who speak their native language, and this, in turn, shows an increased potential to meet the needs for a certain connection of the national language. The use of jargon is a limited vocabulary (*French jargon - Sheva*) [10.125]. Units that are used mainly in oral speech and whose meaning others in most cases do not understand are called jargon, those who by profession, place in society, interests, age form a separate social group. At this stage, slang words in the national (*Uzbek*)



language, which are currently used in the educational process, are given as an example. Euro - means a Russian group (i.e., a group with Russian-speaking education). It is known that in the educational process, since training and classes are conducted in different languages, groups are divided according to the languages in which training is carried out. For example, groups such as English, German, Korean, Uzbek. Russian groups are considered one of them. Russian groups in the process of communication are called Euro group, euro pothook. Only the word euro has its own definition in the Explanatory Dictionary of the Uzbek language, which differs from the slang meaning. The meaning of the word euro (from the name of the European continent) is the monetary unit of the members of the European Economic and Monetary Community within the European Union, put into circulation on January 1, 1999. The exchange rate of the som against the euro is indicated in the Explanatory Dictionary of the Uzbek Language [10. Б.Е.5]. This jargon does not have an emotional connotation, it is considered a word with a neutral meaning. For example: I handed over my documents in euro flow. Do you have a euro lesson? Nats - Uzbek groups, a type of group in which lessons are taught in Uzbek. In this case, the slang word "nats" comes from the checkered form of the Russian word "national". "National. 1. see nation. 2. Characteristic for this nation, peculiar to it. National culture. N. tongue. N. theater. N. suit. 3. full f. The same as the state (in 1 value). N. flag. N. income. II noun nationality. [8. 988]. National - about nationality, nationality; National; national question; National action, given the meanings given by the Russian-Uzbek Dictionary of the Soviet Encyclopedia of Uzbekistan [9. 614]. There is no emotional coloring in this jargon either, it is a neutral word. For example: Where is the National Stream located? Room not found for Nazis. The queen of the hall is a student girl who does not come to class at school. That is, it is a slang word that is used to describe girls who do not like to attend classes, are slow in learning subjects, have little interest in classes, do not want to submit to discipline, misbehave, are sometimes excluded from classes or for some reason, are late for classes and not included in classes. It consists of two combinations of words. The first word - "Hall" - means a house, or a spacious (large) hotel [9. T1. 322]. In the Explanatory Dictionary of the Uzbek language, the hall is taken from the word "Saal" from the German language, which indicates the meaning of a large room, not shared [10. B.Z.126]. But this slang word was used to express the meaning of a long corridor between school classes. This jargon has an emotional connotation, it is considered a word with a negative



connotation, so this jargon is used in a critical, demonstrative sense. Based on research, the psycholinguistic features inherent in a number of slang words are analyzed from the point of view of the scientific factor. The results of this analysis revealed a number of data. First of all, the true meaning of jargon and literary words is determined. The language features, comparability, the essence of figurative usage, etc. have been clarified. Linguistic features, analogy, essence of application in a figurative sense are defined as such. Attention is also focused on how the word jargon is formed: from which language it is taken, the vocabulary of abbreviations, etc. From the psychological characteristics it is revealed: by whom it is used, their age, gender, group, social status, potential, character traits, activities, etc. are manifested. It is understood that verbal slang is characterized by emotional coloring. In addition, it is noticed that slangs include features associated with the era, nation and nationalities. In the social sense, slang is the creation of a cultural (civilized) environment that is natural for a person in everyday life, it forms a system of statuses, directions and requirements, determined by the range of concepts and symbols often found in speech. Conclusion and recommendation. It is advisable for the teacher to pay attention to the slang (argot) of young people in the process of communication. For this reason, it is important to see the true nature of the student's speech culture. The teacher, whether he wants it or not, is a friend, guide, leader and, most importantly, a mentor for children, adolescents and youth, not only from the outside, but also from the inside. An educator is a leader who can explain positive authorities and values based on human understanding. Modern educators today must know the spirituality of young people as deeply as possible and enter as deeply as possible into their circle. In this case, the teacher will correctly use his powers, will have an exemplary impact on the pupils in order to bring them closer to him, to urge them to follow the values of the country. And then it will be possible to send young people to a new field of activity that is useful, interesting and relevant for them. At the same time, the teacher should be able to enter their inner world without any coercion, i.e. decrees, orders, assignments, and enrich their spiritual world. The growing influence of the social environment on the language and everyday speech, in turn, can lead to a drop in the human level. However, a high-level, pure, spiritualized language, in turn, can and should influence the improvement, spiritual enrichment and change its formation in the environment. Therefore, at present, a deeper study of the features of the national language leads to effective results of the correct, complete



formation of the literary language. The main problem of the modern pedagogical process is the further improvement of the education system as a whole, aimed at developing the creative personality of the student. For the purposeful and systematic development of the intellect and creative thinking of students, it is necessary to apply modern pedagogical technologies in the classroom, aimed at activating and intensifying the activities of students. As practice shows, the orientation of the transition to a new educational system to improve the education of students and its end result has necessitated the use of new teaching technologies and the choice of the most optimal teaching methods and techniques. The proposed article contains instructions that reveal the content of the concept of interactive learning methods, the technological process and recommendations for the practical application of methods in the structure of the lesson. The competence-based approach in organizing the educational process requires the teacher to change the learning process: its structure, forms of organization of activities, principles of interaction between subjects. And this means that priority in the work of the teacher is given to dialogic methods of communication, joint search for truth, and various creative activities. All this is realized using interactive teaching methods. The teacher of a modern school carries out professional activities in a period of high rates of development of science and technology, information civilization, works in conditions where scientific knowledge becomes obsolete and is updated faster than students can assimilate within the framework of a specially organized learning process. Of particular relevance today are pedagogical approaches and technologies focused not so much on the assimilation of knowledge, skills and abilities by students, but on the creation of such pedagogical conditions that will enable each of them to understand, express and realize themselves. In modern conditions, it is required to prepare the student for the rapid perception and processing of incoming information, to successfully display and use it. Innovative processes in the field of education require a rethinking of the forms of the educational process as a control of the student's cognitive activity. This, in turn, determines the need to use new technologies that allow taking into account the individual characteristics of students. And today any methods capable of awakening the student's thought are declared nontraditional. Research Methodology I would like to dwell on interactive approaches to learning, which are understood as a certain type of student activity associated with the study of educational material during an interactive lesson. Methodists note that interactive



learning is a special form of organizing cognitive activity, which implies very specific and predictable goals. Interactive methods are based on the principles of interaction, student activity, reliance on group experience, mandatory feedback. The basis of interactive approaches are interactive exercises and tasks that are performed by students. The main difference between interactive exercises and tasks from traditional ones is that they are aimed not only and not so much at consolidating already studied material, but at learning new things. Modern pedagogy is rich in a variety of interactive approaches, among which are the following: creative tasks, work in small groups, educational games (role-playing, business and educational), the use of public resources (invitation of a specialist, excursions), extracurricular teaching methods (competitions, radio and newspapers, films, performances, exhibitions, performances, songs, fairy tales), warm-ups, study and consolidation of new material (interactive report, work with visual aids, video and audio materials, use of questions, dialogue), discussion of complex and debatable issues and problems, project lessons, talk show style discussion, debates, round table discussions, presentations, also problem-based learning. The word "interactive" came from the English language, "inter" means among themselves, and "act" means to perform an action. In another way, "interactive" means to work hand in hand with someone, to be in dialogue with him.

Interactive technology:

- makes you think and create;
- teaches to analyze the received information;
- develops independent work of students;
- gives the opportunity to express their opinion, point of view in solving the problem;
- activates the work of students in a dialogue, group;
- jointly discuss the problem, find ways to solve it, learn from each other;
- teaches students to be responsible and cooperative.

In interactive learning, the student becomes a creative person. This means that the student ceases to be a consumer of knowledge, but learns to extract, construct, generalize knowledge, skills and abilities in the conditions of productive activity, i.e. works creatively.

The main element of interactive learning is developing technology. So, the emerging technology:



- attracts students to the analysis of the stages of solving an educational problem, stimulates students to express their opinion, focuses on the use of different methods of action;

- teaches the development of attention, perception, memory, thinking, imagination, creative search work, work with educational text;

- maximum independence of students;

- develops a stable motivation for learning, for research work;

- forms the internal need of the individual for self-improvement;

- develops the creative abilities of students.

Principles of developing technology:

1. Increases students' knowledge, develops their creative level.

2. Develops intellectual skills, abilities, thanks to new technology.

There are three levels of developing technology that are used in the classroom:

Mandatory level.

Competent level.

Creative level.

When performing multi-level tasks, students must successfully use logical operations by levels.

At the mandatory level, the following logical operations are used: highlight something, distinguish, know the features of something, give examples, supplement, select, work with words, insert, define, etc. Logical operations of a competent level: observation, comparison, comparison, analysis, use of methods of induction and deduction.

The creative level includes such logical operations as the ability to plan, design, produce a synthesis, reflection (awareness of one's own experience is to write a review, review, summary), and broadcast knowledge.

In general, work on these levels:

- increases interest in the subject, has the development of creative abilities;

- teaches to analyze and synthesize, to make generalizations and conclusions;

- effective not only by the development of creative activity, but also by the mental function, culminating in the development of oral and written speech;

- enhances and deepens the knowledge of students, develops the intellectual level, teaches how to apply their knowledge in life.

Here are examples of tasks for three levels:



1. Mandatory level. Read the text, write out the SPP and determine their semantic relationships.

2. Competent level. Compose a discourse text on the topic: "The Internet in our life", using NGN with various types of clauses.

3. Creative level. Compose a text - research: "Young professionals", expressing their opinion with evaluative words: I think, I think, in my opinion, I'm sure, it seems to me.

When performing multi-level tasks, students think, compose, invent. Students compose texts of a different nature, such as: text - reasoning, text - narration, text - description, invent various dialogues, compose texts on topics, construct various diagrams and tables, compose stories with key words; write mini-essays, express their reasoning and opinions.

Conclusion.

Of all the variety of pedagogical technologies of the humanistic direction, we mostly focused on the one that can be quite organically and easily integrated with traditional teaching, the classroom system. It is these technologies that are the main vectors of developmental learning. Here there is a qualitatively different approach of the teacher, which is not a way to decorate the lesson, to give students pleasure from the game techniques used, group forms of work, and frequent changes in activities. These are technologies with a very clear structure, which are based on developing and educational goals. Under the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, there is an intensive development of the intellectual and emotional properties of the individual: stability of attention, observation, the ability to analyze and summarize. Interactive learning contributes to the development of communication skills of students, helps to establish emotional contacts between them, activates teamwork, expands the range of educational opportunities. An innovative approach to the educational process helps students to master new experiences based on the purposeful formation of creative and critical thinking, experience and tools for teaching and research activities, role-playing and simulation modeling.

REFERENCES

1. Azizkhodjaeva N.N. Pedagogical technologies and pedagogical skills. - T., 2003.-71s.



2. Bepalko V.P. Pedagogy and progressive learning technologies. –M., 1995.- 127p.
3. Voloshina N.N. "Creative Pedagogy", No. 3, 2001
4. Akhmedova M.Kh. "Interactive technology in the system of teaching the Russian language" // "Philological Sciences" - Tambov (Russia), 2017. No. 2 (3) st.245-249.
5. Akhmedova M., Dilmurodova N. «The use of interactive methods in teaching professional speech to students». Linguistics and Culture Review, 5(S2), 1122-1130. 2021. <https://doi.org/10.21744/lingcure.v5nS2.1801>
6. Slastenin V.A. etc. Pedagogy: textbook. allowance for stud. higher ped. textbook manager /. - M.: Academy, 2005.
7. Polat E.S. New pedagogical and information technologies in the education system. - M., 2000.
8. M.V. Klarin. Interactive learning is a tool for mastering new experience. //Pedagogy No. 7. 2000.
9. Grigalchik E.K. We teach differently. Active learning strategy. Mn., 2003.
- 10.Kazakova T.A. The use of information and communication technologies in the process of teaching a foreign language at a university // Linguistics and intercultural communication. - 2015. - Issue No. 3 (17). - S. 78.
- 11.Panfilova A.P., "Innovative pedagogical technologies", M.: "Assembly", 2009, p.37
12. Panina T.S., Vavilova L.N. Modern ways of activating learning. Textbook, M.: 2014, p.52.
- 12.Akhmedova M.Kh. Psycholinguistic characteristics of jargon in the national language. Bulletin of integrative psychology Bukhara - Yaroslavl: MAPN, 2022. P. 22 – 25.
- 13.Akhmedova M.Kh. Psycholinguistic features of non-literary words in youth communication. Bulletin of NUUZ. 2021. №1/6. P. 212-214.
- 14.Vvedenskaya L. A., Pavlova L. G. Culture and art of speech. modern rhetoric. - R.- n / D: Phoenix, 1995.
- 15.Vygotsky L. S. Thinking and speech. — M.: Labyrinth, 1996.
- 16.Mahmudov N. Teacher speech culture. Tashkent. 2009.
- 17.Murashov A.A. The culture of the teacher's speech. Proc. allowance. -M.: Moscow Psychological and Social Institute; Voronezh: MODEK, 2002. - 432 p.
- 18.Russian-Uzbek dictionary. Soviet Encyclopedia of Uzbekistan. 2.Volumes. Tashkent 1984.