

Pedagogical Conditions of Speech Development Technology in Primary Class Students

Z. Akbarova

Doctor of philology, associate professor

M. Muxtoriy

A teacher of FarDu

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ABSTRACT

This article covers the topic of the use of modern technologies in the development of the speech of elementary school students. Also, the importance of subjects in the development of connected speech in students and the demands placed on the teacher are shown.

Today, the dynamics of the development of the world education system require conducting several important research and taking serious steps to organize the educational process, to ensure the free functioning of the student as an independent person. We, the future teachers, should deeply feel the responsibility in this regard, we should raise a free-thinking, independent, perfect generation, a perfect person. In a legal democratic society, children are brought up as free thinkers in general. If children do not learn to think freely, the effectiveness of the given education will inevitably be low. Of course, for this, they need solid knowledge. But knowledge is on its way. Independent thinking is also a great asset. At this point, it should be said that through the technology of speech development in elementary school students, it is possible to develop oral and written speech, to be eloquent, to express one's opinion independently, and to develop creative abilities. We need to reach and enrich the world of thought.

The effective use of technology for the development of speech among elementary school students increases the activity of students, enriches their vocabulary, and especially ensures their interest in the native language and reading lessons. Speech is a type of human activity, the use of thinking based on language tools (words, phrases, sentences). Speech acts as communication and

message, to express one's thoughts with emotions and to influence others. A well-developed speech serves as one of the important means of human activity in society. And for the student, speech is a tool for successful learning at school. The methodological condition of speech development is to create a wide system of speech activity, i.e., firstly, to perceive a good speech pattern, and secondly, to create conditions for expressing one's opinion using learned language tools [1]. The child learns the language in the process of speech activity. This is not enough, because it absorbs the speech superficially. There are several ways to acquire speech. These are:

1. Mastering the standards of the literary language. Teaches schoolchildren to distinguish literary language from simple colloquial language, dialect, and slang, and introduces artistic, scientific, and colloquial variants of literary language.
2. Mastering important speech skills, namely reading and writing skills, is necessary for every member of our society. With this, students will learn the characteristics of written speech, and its difference from spoken speech.
3. Improving students' speech culture. Language is the most important means of communication in society. Based on the social importance of the language, the school pays special attention to the students' speech culture.

To fulfill these tasks, the teacher should conduct planned work with the students. For this, it is important to know what is included in the concept of working on the development of students' speech. Three directions are clearly distinguished in the development of speech: 1) working on words; 2) working on phraseology and sentences; 3) working on connected speech. Cultivating students' speech has its methodological tools, and its types of exercises. The most important of these are connected speech exercises. Consistency in the development of speech is ensured by the implementation of four conditions, that is, consistency of exercises, perspective, variety, and the ability to subordinate different types of exercises to a common goal. Each new exercise connects to the previous one and prepares the students for the next one, adding something new to the overall goal. At school, the development of students' speech is considered the main task of teaching the mother tongue [2]. Speech development is a task not only of mother tongue and reading classes, but also of all subjects in the curriculum (science, mathematics, labor, visual arts, music classes), as well as extracurricular activities.

The acquisition of connected speech skills is effectively influenced by activities related to problem-solving, especially problem-solving training exercises. After reading the issue, the students are taught to listen and understand its main content, and to retell it correctly, briefly, and clearly. And teaching to create a problem allows creating a small story with logically coherent, discussion elements. This exercise requires activity and independence from the student, and increasing the child's cognitive activity and independence is very important in his overall development. Creating an issue is creating a small story. The difference between a problem and a story is that something is unknown in it, and 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 and landed." How many sparrows were in the tree?" learn to express clearly and coherently in the language of mathematics. Thus, in mathematics lessons, the teacher works on enriching children's vocabulary, creating a story with a variety of sentences, connected speech and narrative, and discussion elements [3]. The teacher develops students' thinking and speech in connection with helping to master the features of the language of mathematics. The teacher focuses not only on the mathematical content but also on the correct formation of this content in the students' speech. If they also pay attention, the knowledge acquired in these lessons will be a real and effective tool for the growth of students' speech.

Pupils, with the help of the teacher, group what they saw in science lessons and during field trips, compare them and find similarities and differences. These, in turn, allow us to learn some concepts about nature and develop thinking. Concepts of natural science are formed in children's

minds with the perception of natural phenomena and objects. These concepts are either objects (such as a tree, apple, peach, apricot, plum, flower, or grass) or their sign (such as fruit, fruitless; bitter, sour, sweet; red, white) during the learning process, or connected with words expressing movement (such as a tree grows, a bird flies, or a nightingale sings) [4]. It is necessary to pay special attention to the development of students' speech and thinking in labor and painting lessons, physical education and singing lessons, as well as in extracurricular activities.

In conclusion, we should emphasize that 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 the classroom, and extracurricular activities, observing only the standards of orthographic pronunciation and literary language, as well as always following the rules of spelling and grammar in the student's notebook, all documents it is necessary to write it. With this, he teaches children to speak expressively, to write correctly and beautifully, and to develop language sensitivity.

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