

The Significance of Word Meaning in Forming the Speech Skills of Primary School Students

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ABSTRACT

This article covers the topic of the importance of word meanings in the formation of speech skills of students of junior school age. Also, the aspects and methods that are important in the formation of speech skills of students of junior school age are shown.

In our Republic, which is boldly advancing on the path of independent development and striving to build a legal democratic society, a society is being built that ensures free and free, prosperous life for every person, and all opportunities are being created for the youth to become knowledgeable and enlightened. In particular, the implementation of the National Personnel Training Program clearly shows that the mother tongue is the main subject of study at all stages of the education system and that first of all, correct, expressive, orderly, and creative thinking in the mother tongue is necessary to acquire subjects. The main task of preschool education is to prepare children for school education. That is, in preschool education, children are required not only to acquire specific knowledge, but also to acquire thinking skills, to understand the speech of their peers and adults, to freely exchange ideas with them, and to work based on cooperation. Children must think figuratively and logically in their native language, express their ideas correctly through speech, control themselves, to control themselves, to observe, hear, remember, generalize, and compare. In fulfilling this task, the role and importance of the science of speaking in the mother tongue is great. Because language is a means of communication between people, it serves equally for all people, therefore language is a social phenomenon, and changes and updates in the development of society are reflected in language.

Language units form speech, that is, each person expresses his thoughts to others through language, through language units, and understands the thoughts of others through language. That

is, speech is the communication of thoughts about the surrounding events to others [1]. Therefore, language and speech are important in human life. In preschool education, teaching the science of the method of speech development, knowing the methods of speech development, allows to correctly solve the tasks of children's speech development in each age group, and ensures the fulfillment of the task of preparing children for school. From the above-mentioned points, it can be concluded that the Uzbek language has developed as an ancient language and is serving the members of the society at all stages of the development of the society. The independence of our republic has had a positive effect on the development of the Uzbek language, our language expresses the essence of independence and serves to improve mother tongue education at all stages of the educational system. Developing children's speech in preschool education means practical learning of their mother tongue.

Preschool childhood attracts linguists because the subject (child's speech) is linguistically versatile and interesting. According to linguist scientists, every fact about children's speech can be considered in at least two directions and must: 1) as temporary speech on the way to "adult language" (if we are talking about innovation *lsa*); 2) As an element of the child's autonomous language system, the child has a certain functional task within it. Reliable psycholinguistic justification of methodological issues of children's speech development is a feature of modern pedagogical research [2]. These studies carried out in the spirit of the best traditions of Russian pedagogy, will have a large factual material, and determine the objective laws of the child's speech. Using the classification of F.A. Sokhin and O.S. Ushakov, the psychological-pedagogical research of children's speech can be divided into three directions: structural (formation of various structural levels of the language system: phonetic, lexical, grammatical levels), functional (formation of language acquisition skills in communicative activity); cognitive (forming a simple understanding of language and speech phenomena). The analysis of the phenomenon of "child's speech development" and the process of its management leads to the conclusion that pedagogues need to undergo special training to work in the field of speech development of preschool children.

Modern research on speech has a systematic approach, which is reflected in the study of the phenomenon of "many external and internal relations that exist as a single system" (B.F. Lomov). The speech-language system engages in many interactions, including the semantic information apparatus that translates meaning into words and is intrinsically linked to human consciousness and emotions, psychophysical phenomena (i.e., brain activity, physical sounds emitting and receiving, and classifying devices), means of communication and social communication are the main ones [3]. Analysis of general approaches to speech as an object of scientific research allows us to conclude the extreme complexity and versatility of this phenomenon, the study of which is extremely important for understanding all aspects of mental development. "Speech as a unique activity does not stand alongside other types of activity, it occupies a central place in the process of psychological development..." (A.N. Leontiev). By comparing these approaches that describe the language from different points of view, it is possible to distinguish the general features of speech as an object of scientific study.

Psychophysiological studies studying the mechanisms of speech activity are an interesting and promising field of science. N.I. Jitkin was the first to raise this problem. According to him, "the mechanism of speech is a living, flexible, and constantly improving mechanism." When analyzing the mechanisms of speech activity, scientists are based on the concept of N.I. Jitkin, on the one hand, and the other hand, the basic rules of the approach to human speech behavior from the point of view of activity, comparing the mechanisms with the stages of speech activity. In the last decade, the problem of "language ability" has been intensively discussed by linguists and psychologists, where language ability is understood as "individual characteristics that help to quickly form skills and abilities in mastering the language system."

At a young preschool age, there is a transition from the absolute dominance of situational speech

(intelligible only about a specific situation) to the appropriate use of situational and textual means of speech (separately from the demonstrative situation). By the age of two, phonemic listening ability is formed in a new way [4]. At a young preschool age, the ability to hear and correct one's sound pronunciation, to distinguish (understand) common and different sounds in a word is formed (to be able to hear the same sounds in a series of 3-4 words, being able to choose 2-3 words with the given sound, pronounce the word emphasizing the given sound, listen to the highlighted sound). By the age of five, the mastery of sound pronunciation is mostly complete. There are only some errors in pronunciation: words with "sh" are not always pronounced clearly; "R" with L or with L; "L" is replaced by L. Vocabulary is enriched by the expansion of finding one's way in the environment. The child gets acquainted with new household items, objects of nature, and aspects of social life and at the same time learns their names. The dictionary contains the names of different parts of speech (nouns, verbs, adjectives), generalizing words (toys, animals, vegetables, furniture, etc.), and antonyms (words with opposite meanings). will be done.

In conclusion, it should be noted that the main results achieved in the development of the speech of older children of preschool age are related to profound changes in the field of communication. Communication with peers comes first. The child begins to prefer his peers to adults. Speech directed at a friend during the game becomes much more meaningful than communication with adults. Dialogue with a partner is a coordinated object and speech activity. Children can now attract the attention of their neighbors, and they are interested in his work and opinions. The facts obtained in recent years determine how the child's timely and properly organized direct-emotional communication with adults determines how the child begins to understand the speech of adults when he begins to speak actively, and at what pace his speech will develop in the future. shows its importance.

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