

FORMATION OF SPEAKING SKILLS OF STUDENTS THROUGH VARIOUS METHODS IN PRIMARY EDUCATION

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Abstract:

In this article, opinions were expressed about the formation of students' speaking skills through various methods in primary grades.

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Work on the use of various forms, forms, and tools of education to teach and develop the knowledge, skills, and skills set out in the school program in primary education go is required. Some children can not only mispronounce sounds but also distinguish them from each other. Such shortcomings in speech can create significant difficulties for children who master classes. In such cases, they need the help of logoped exercises.

It is well-known that it is up to students and logopeds to eliminate defects in the speeches of elementary school students. In identifying pronunciation deficiencies, it is necessary to examine a child's speech and study the causes of speech disturbances. To do this, each child's speech checklist will be filled in and marked which sounds are pronounced correctly or incorrectly. To teach speech hanging-intelligent reading, speaking and writing, to educate students about the language that is consistent with their age and understanding, to increase their vocabulary, to cultivate attention and interest in the speech of others, to instill in you a love of reading.

In the early days of teaching oral discourse, dactiology (hand alphabet) is used. As children pronounced and adapted sounds, it served only as an auxiliary tool. The leading role of training is speech cultivation, which includes the tasks of teaching literacy, questioning beautiful writing skills and expanding the scope of thinking. In these lessons, it is necessary to pursue more practical goals, question the skills of using the riches of the language in speech, think creatively, and train students' language sensitivity. Regularly ingling down their oral discourse provides practical assistance in the development of binding speech and mattresses. As you know, the ways in which these tasks are carried out are diverse.

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The new content of education is aimed at finding students perfect in all respects and activating them. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to assist you in studying the Bible.

Teaching literacy is an important stage in teaching, during which students are taught to read correctly, write beautifully, and speak to those who read. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Teaching children to work with letters in order to grow speech is of particular importance. With them, children learn to make gardens. Open and closed joints also practice making statements that are discarded from a variety of ways. Small texts are barely extracted by hunting and learned to read intelligently correctly and fluently. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

The resulting embryo was written to develop in nutrients and then inserted into her womb, where it implanted. This method contributes to the equal development of children's academic and written discourse.

In reading lessons, students are taught to write down words and phrases in a small and header order in the alphabetical book. During letter literacy, it is also useful to teach children to copy and write printed letters in writing, distinguishing between printed letters and written letters. Because they often confuse and write down printed letters. At that time, it is necessary to draw their attention to the examples of writing and to make their writings correct and beautiful. The development of children's oral discourse is also one of the most rebellious tasks of this era.

It is effective to use interesting and vibrant things, technology tools, various types of games and games to provide a wide range of practical skills and to instill skills in literacy classes gives the resulting bee. Unfamiliar words in textbook stories, fairy tales, poems, and articles are explained by reading or hearing. For example, the games "Who is sensitive," "What is this," and "Name". These types of exercises are conducted to test and strengthen the extent to which the new letter is adapted after the students are taught the new letter.

The teacher picks up the letters installed in the file in a certain order and, after reading it, alternately teaches the students. Then the children are thrown into a state of distinguished letters. The resulting embryo was allowed to develop in nutrients and then insured into her womb, where it implanted. In vocational education classes, there is also a great deal of emphasis on cultivating students' speech, and it is a good effect to use games of a teaching character.

For example: "We wait for a guest," "a store of vegetables and fruits," and "Who makes a lot of shar?"

Through games, you can use our national values, our Uzbek architecture, to instill in a child's heart such qualities as dignity, dignity, morality, respect for parents and adults. For example: "Decent Child," the game is divided into class groups, with one student from each group participating.

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Teacher: Well, kids, what does a decent child do in the morning

Teacher: A decent child gets up early, raises the body, greets his parents and family.

Reader: How does a decent child greet him?

The teacher says, "Hello," and then he has breakfast.

Teacher: How a decent child sits at the table.

Teacher: A decent child sits below an adult, reaches out to the table after adults, saying, "Bismillah is the merciful merciful," and does not speak with food in his mouth.

After similar questions, the groups' answers will be explained, the points they have collected will be published and encouraged.

This type of classroom prepares children for industriousness, improves their independent, creative activities, vocabulary, helps them develop their speech, and is incompatible with the lessons strengthens the associatedgini.

So in each lesson, no matter what predecessor it is, our first task in the gallery is to achieve students' intelligent, fluent, accurate, and expressive reading, we have to try to grow it.

These activities will help students demonstrate, analyze and strengthen the knowledge they have gained over the course of the year, grow their oral discourse, and develop their ability to remember.

Speech is known to be related to thought, so it is cultivated in a long way to thinking. The lesson uses logical principles, such as analysis, synthesis, comparison, and integration, so that students can understand intelligently, understand their main content, and ideas. Various methods of work are used to analyze the read work. Children tell the main participants in the story, create a schematic plan for the work under the direction of the teacher (node, culmination, solution). For example, children O. Participants in the story of "The Cockroach Boy" tell Boboxon, the cockroach, and Tal'at; The next day, the "lame dog" tells the participants: a lacquer dog, a goat, a cat, a rooster, and a baby. Attendees can be told by readers in different order. However, the teacher asks them to tell him in the order in which he participated. As a result, under the direction of the teacher, a story schedule will be drawn up. With the help of a question posed by the teacher, the children of Boboxon caught the cockroach from the wheat, tortured him, saw his companion Tal'at in the street, and called Boboxon He was shocked that Tal'at was saddened by his work, that the cockroach had replaced the cockroach with a red pen and a wiper, and that he had been expelled (rescued), and Boboxon was ashamed they tell you what's left. This is how the story's content is determined. Thus, the first acquaintance with the story requires students to work intelligently, namely, to analyze events and the host of participants. Such logical work, which is carried out in connection with reading, gradually becomes more complicated.

One of the tools for cultivating student speech in elementary school classes is properly organized retelling. There are types of complete, shortening, selective, and creative retelling in school experience. It is much easier for elementary school students to recount text in full or near matn, while other types are relatively difficult. The teacher's question about the content of the story read in the recount

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should focus on students thinking about the details of the story, the reasons for the link between certain events . Participants in the development of the assyrian system, their behavior, play a key role. Children understand the contents of the work well by analyzing the contents of the work by analyzing the participants and their behavior and movement characteristics.

The teacher's question is about what the heroes of the poem did, where and under what circumstances their actions took place, should be consistently explained and directed to illuminate interrelationships.

The reader uses not only analysis but also synthesis to tell the contents of the read poem using the teacher's question: it interconnects (synthesizes) some facts He compares them , discusses them, and draws conclusions. Often , elementary school students do not understand the contents of the work as a result of attending individuals not getting their behavior well, sometimes misunderstanding or understanding the surface. That is why the teacher is very interested in thinking about it, he is going to force the child to think, to think, to discuss the behavior of the participants, the connection of events, to help them compare, identify their pros and cons.

Available Publications

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2. New pedagogical technologies 2000.
3. Primary education. 2007. Number 9 is
4. Methodological manuals for elementary schools.