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TECHNOLOGY OF SPEECH DEVELOPMENT OF STUDENTS IN THE LESSONS OF NATIVE LANGUAGE IN PRIMARY SCHOOL ON THE BASE OF AN INTEGRATIVE APPROACH

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ABSTRACT

The given article deals with the technology of speech development of students in the lessons of their native language in primary school on the base of an integrative approach. In the article in alphabet sequence texts are used different punctuation marks. Also, in every subject, attention is paid to the unity of teaching and education in the lessons. There are given requirements for effective reading.

KEYWORDS

Technology, speech development, integrative approach, primary school, effective reading.

INTRODUCTION

Teaching primary school learners to read develops reading skills by completing words and sentences, orienting the learner towards constructing sentences and quick thinking. The learner finds the missing letter and word by looking at the picture, pays attention to whether it matches the content of the sentence or not, finds it faster than his friends and tries to impress the teacher.

In alphabet sequence texts are used different punctuation marks. Learners need to choose their

sound, pause and mark the spots accordingly. In this case, the teacher's explanations (explanation of the first punctuation mark) and the demonstration of an effective teaching model are especially important. Only the text that is read effectively becomes understandable.

As in every subject, attention is paid to the unity of teaching and education in the lessons. Learning in the classroom depends on the conscious adaptation of the text read. First of all, when the learner understands

what the text is saying, he tries to develop such qualities in himself. Secondly, he understands the need to study to become a good person. That is why, when reading consciously, you should pay attention to clarifying the connections between the text and the semantic images attached to it, and ask questions about the text. In this case, you can use the following questions and tasks:

1. Look at the picture, what does the text say?
2. What is expressed in the picture? Is there a connection between them?
3. Tell the content of the text looking at the picture?
4. Where did the children go? What's the girl's name? What is the boy's name?
5. What did Ali and Lola do? What lilies did they collect?

Therefore, reading should be aimed at assimilation of what was read, and only then the corresponding opinion in the text, the idea that was expressed earlier, will be assimilated by the learners, and even if the words and texts are memorized, they will remain with the learner.

The main types of work in lessons for learning new material: identifying a new sound of the word being studied (the same sound occurs at the beginning, in the middle, at the end of the word) by analyzing the syllable-sound. Listening and pronunciation of sounds are practiced.

Enter lowercase and uppercase letters. Syllables are studied.

First read the words on the board, then read according to the “Alphabet”.

It is recommended to teach students to write new words in large print on the board. This means that the important objectives of the lesson are teaching learners to read, developing effective and conscious elements of teaching and education.

The purpose and objectives of working on vocabulary with learners. When children first start school, they have little understanding of their surroundings and environment. In addition, they have limited experience and vocabulary. Therefore, one of the most important responsibilities of a primary school teacher is, first of all, to increase their vocabulary, introduce them to life experiences, expand their understanding of the surrounding nature, and thereby guide them towards acquiring knowledge in the future.

From pages 3 to 9 of the 1st grade lesson “Alphabet” is focused on the same goal. The teacher chooses some topics that are not in the book. This is not only in first grade, but also in elementary school. The work connected with the goal of working on the dictionary is carried out in any direction, but it is necessary to focus on one goal. In this regard, the following works can be completed.

1. Deepen the student’s knowledge of the environment in accordance with his level and enrich the learner’s vocabulary in this direction.
2. Nowadays, before coming to school, children listen to radio, television, movies, etc., hear and see all kinds of information, as a result, their comprehension speed deepens and they become familiar with many words.

This way, children come to school with some vocabulary. But the learner who uses these words in his life does not pay much attention to their meaning. That

is why the teacher of this direction engages in such a conversation, teaching the secrets of the world of words.

3. Although the child's vocabulary is sufficient for his ability to communicate, a group of words in his vocabulary is out of order.

4. A child's vocabulary develops only in a certain direction. These are clear words about their lives. Abstract words and scientific terms rarely appear in their vocabulary. Therefore, the teacher must conduct his current work with students using abstract words and scientific terms (physical education, mathematics, botany, geography, etc.).

5. Children's vocabulary is sufficient for communication at their level. They accept what they hear and read every day. But it cannot be used as required by the full program. This is why some words are rarely used. Every day a teacher must ensure that the words he speaks in class and the words in his dictionary are used in his native language.

Children, especially primary school students, have many deficiencies in the rhythmic pronunciation of words. This defect is corrected as a result of many years of training by the child. Therefore, the teacher should require the student to pronounce words correctly, rhythmically and effectively every day, and when reading works of art, poetry and images, attention should be paid to the fact that the learner should pronounce words effectively, and we should consider this as an important task.

The “explanatory dictionary” used for schoolchildren is of great importance in explaining the meaning of a word. But it hasn't been done yet. Therefore, the teacher can use another “Explanatory dictionary of

native language” or other lexical dictionaries of the native language and use them according to the program materials of his class. This can be done together with learners. This will improve learner's ability to work on vocabulary.

In this case, the meaning of words can be explained using mock-ups and pictures to improve learners' knowledge. And words denoting actions related to labor, words related to type, volume, can be explained in the course of work. In addition, the meanings of words can be explained.

In the primary grade program, learners must learn to read and think about their native language, learn to work with books, stimulate the student's thinking and speech, arouse interest in reading, teach students to speak and write in accordance with our literary language, analyze read materials, and this is determined as the ability to compare, classify, find the most relevant ones from what you read and, based on this, come to a certain point of view.

In primary grades, we need to teach children to study, work independently, be able to awaken curiosity and love in them, be attentive, mature, and be able to consciously approach each task. In order to develop learners' abilities, there are samples of materials presented in texts in their native language.

And the content and method of teaching should be based on the conscious and strong assimilation of program materials, which should be associated with the acquisition of language knowledge and adaptation to them, love for the Motherland and people, and education in the spirit of politeness. There are many materials that meet the requirements in textbooks. This will be resolved in the education sector and will

apply to all grades in the school, including the mother tongue. Expressive reading is part of teaching children grammar and the nature of our native language. The reason is that the grammatical patterns and ideal imagery of our language are completely reflected in our conversation.

Effective reading of a book leads to the development of idealism, politeness, aesthetic education, cultural conversation, growth of poetic feelings, and acceptance of literary works as art in students. Therefore, convincing learners to read a book effectively is one of the noble duties of a teacher. We will be able to effectively read the materials presented. The following requirements are required for effective reading.

1. The learner must be able to deeply understand the author's thoughts while reading.
2. The learner is able to imagine what is depicted in the work;
3. The learner is able to distinguish what goal is in front of us when we read a work.
4. The learner is able to determine your attitude to these events in the text.
5. The learner is able to reveal to the audience its ideal content when reading a work, be able to arouse in them feelings for this and be able to give it its own value.
6. The ability to follow the spelling norm when reading helps to ensure that the text being read has a clear impact on the listeners, etc.

Training can achieve its goal only if these requirements are met. The reason is that “Effective reading is a clear and tangible interpretation of teaching from literature, which is more important to us than any visual representation. We do not abolish clarity, but nature

itself has determined an effective method of fixing it in the mind only when the word is pronounced clearly.

This is why schools are placing more emphasis on effective teaching. The teacher must be able to understand this not only during the lesson, but also during the teaching of all lessons.

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