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IMPROVING THE METHODOLOGY OF FUTURE PRIMARY CLASS TEACHERS' SPEECH DEVELOPMENT THROUGH ARTISTIC WORKS

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ABSTRACT

This article describes the methodology of future elementary school teachers to develop students' speech through artistic works, to develop students' speaking skills and thinking, and to form speech culture.

KEYWORDS

Speech, speech culture, oral and written speech, artistic text, essay, linguistic, psychological.

INTRODUCTION

A person perceives objects and events in the external world with the help of sensory organs and speech. Thanks to word signaling, that is, speech, a person can perceive existence in general, mentally. A person's speech culture is one of the components of the general culture, it is related to the culture of thinking, feelings, and the culture of behavior. Speech is considered not only as a linguistic, but also as a psychological, moral and aesthetic phenomenon. Even in ancient Rome, attempts were made to create a theory and qualities of good speech, a theory of language and style. M.B. Golovin created a system and classified the qualities of good speech. By analyzing the interrelationship of

speech with non-speech structures, the scientist gave a theoretical explanation and description of the main qualities of speech, structural-linguistic properties and characteristics, consistency of connections, consistency of terminological symbols: Speech - language, speech - thinking, speech - consciousness [4; 65-p.].

It is known that colloquial language is the first stage of speech development, and it gradually improves. And colloquial language is manifested in the oral narration of the read texts. Learning to speak takes place in all lessons, but reading lessons should take the leading

role. Also, it is necessary to be able to express the speech, pronounce speech sounds correctly and clearly, use grammatical forms of the language correctly in speech, read, listen, understand, remember and tell the content of an artistic work, distinguish the content of speech.

Sh. Sariyev's In the course of scientific research, various independent work types such as answering questions related to the analysis of an artistic text in reading classes, making a plan for the content of the text, memorizing, reporting, essays, descriptions, etc. the content and methods of speech development related to work on it have been developed [7; 37-38-b.].

Researcher G. Mamatova gave information to young students about literary concepts, and paid special attention to learning the language of artistic works. In his opinion, learning the language of artistic works means enriching students' speech with literary terms, visual tools, elements of artistic language [5; 66-67-b.].

Practical exercises such as being able to retell the content of a work of art, distinguishing features of the characters' speech, figurative expression develop intelligence and improve oral speech. In every lesson, regardless of the topic, it is our primary task to ensure students' conscious, fluent, correct and expressive reading, and to strive to improve their speech. These activities help students to show, analyze and consolidate the knowledge they have acquired throughout the year, develop oral speech, and develop memory. It is known that speech is related to thinking, so it grows in an integral relationship with thinking. Logical methods such as analysis, synthesis, comparison, generalization are used in order for students to be conscious. It is necessary to understand the work read in the lesson, to understand its main

content and idea. Different work methods are used in the analysis of the read work. Children tell the main characters of the story, draw up a schematic plan of the work under the guidance of the teacher (node, climax, solution).

Spiritual development of young schoolchildren is embodied through the mother tongue. Learning the mother tongue, including reading, is one of the most important tools in the educational process.

The interesting organization of lessons and the use of game methods for this will greatly help the development of students' speech. A number of research works have been conducted in the fields of psychology, ethnography, culture, and pedagogy about the role of games organized during the lesson and the formation of students' speech.

At the end of the 19th century, the German scientist K. Gross tried to systematically study games, while the German psychologist K. Bühler studied games as a "satisfying" activity [9].

L.S. Vygotsky and A. N. Leontiev, According to they theoretically connected and studied games with their orientation to certain activities according to their social nature, while John Dewey interprets the management of personal behavior as an activity that improves it. But the only and most important feature of games is their importance in education. In games, the child's behavior is freely formed and socialized [8; 73-p., 6; 56-57 c., 3; 48-p].

To develop the practical importance of melodiousness, i.e. reading with recitation, in standardizing the oral and written speech of students, ensuring their proportionality, defining the nature and distinctive features of the national language, reflecting the laws

of expression and pronunciation, literary language norms and it is necessary to observe the criteria, to search for ways to improve reading methods and to implement the most convenient ones in practice.

The teacher's goal in teaching various subjects includes issues such as formation of students' speech culture, speech skills, development of creative abilities. The teacher's speech is a model for students. In order for students' speech to be fluent and understandable, first of all, it is necessary to pay attention to eliminating defects in their speech.

In the current era, when speaking correctly and expressively has become a vital necessity for every educated person, the problem of improving students' speaking ability should be considered one of the most urgent issues of the educational system. That is why, in the methodical works of scientists M.M.Alikseyeva, B.I.Yashina and others, special attention is paid to the issues of mutually improving oral and written speech of students [1; pp. 36-37].

Scientists criticize the following shortcomings in school education:

1. Many teachers still do not fully understand the vital importance of speaking. Therefore, they are mistaken in thinking that the school does not need to conduct exercises to improve oral communication skills. Such teachers believe that if the student learns to write perfectly and without mistakes, their speech will develop by itself, and in practice they forget the connection between oral and written speech .
2. The students' speech is extremely poor in terms of content and has a number of shortcomings. Because in the upper grades, the teacher does not pay attention to the issue of speech.

Therefore, I believe that it is permissible to use the following recommendations for teachers in the process of teaching in order to develop students' speaking skills and thinking, and to form speech culture:

1. Each teacher should use various methodical forms and methods aimed at developing the student's speaking ability.
2. Organization of a system of exercises designed to develop oral communication skills for students.
3. Formation of monologic and dialogic speech skills in the system of exercises aimed at developing students' oral speech.

Now, speech etiquette, speech skills, eloquence, oratory skills should take a large place in the life of schools. The state language, which represents the national consciousness, traditions and culture, must be preserved for generations. The main tool for this is the word, and the teacher must transfer the language property to the new generation. At the same time, students of pedagogy should not only be able to express their thoughts, but also be able to speak eloquently and confidently. Especially, if the teacher's speech is expressive enough, then, of course, such a speech affects the children's speech as well. It is already known that the role of communication culture in the development of society is the most important cornerstone of peace and tranquility between people[2; 323p].

After all, this foundation will be stable only if the foundations, concepts, and skills of all spiritual and moral qualities are formed from childhood. The culture of speech, communication, and attitude occupies a special place in the structure of spiritual and moral

qualities. The role of pedagogy is great in forming students' ability to engage in speech communication. This is one of the first-level important conditions for the free and clear speech of the teacher, the development of students' speech and thinking.

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