

THE ROLE AND SIGNIFICANCE OF INDEPENDENT WORK IN DEVELOPING SPEECH OF PRIMARY CLASS STUDENTS

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ABSTRACT

The article discusses the concept of speech development, the current situation of students' speech development, forms and means of speech development in native language classes, and the use of non-traditional methods in speech development.

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It is desirable to teach students not only to work under the guidance of a teacher, but also to work independently. Allocating 8-10 minutes of the lesson to independent work, didactic materials help a lot in making it interesting. During literacy training, the use of didactic materials serves as the main foundation of speech development. In the initial training, various picture cards with syllables and words are used, taking into account that children do not yet know how to read and write, such picture cards are divided into groups and put into envelopes, and the name of this object is written on each envelope. , the picture is pasted. These envelopes are distributed to students. When children acquire the ability to read what is inside the envelope by looking at the picture on the envelope, they separate it by reading the writing on the envelope and complete the task independently. The teacher observes whether the students are familiar with the things depicted in these pictures or not, asks them short and understandable questions about these pictures and gets answers to their questions. For example, the task of taking pictures of pets from envelopes and reading the word under them is given. Children perform this task of the teacher: they take the pictures and read the words. If the initial letter or one syllable of the word is omitted, they find the letter or syllable corresponding to it from the cursive alphabet and fill in the dots. The more didactic handouts are used in independent work, the better the mastery. Preparing a lot of examples (applications) for each thing and using them appropriately in the process of didactic work encourages the student to be creative. For example, when working on the pattern of fruits, the following task can be given: Guys, here we saw pictures of apples, apricots, peaches, what other fruits will there be? All of you take the remaining fruit pictures from your

envelopes and put them on the table.

Students do this work with pleasure. The teacher examines the students' work to see how well the task has been completed. Such work can be done on vegetables, household appliances, and flowers.

Students are very interested in doing independent work quickly and well, and strive to demonstrate their knowledge in front of their peers. Didactic materials also greatly help to work with children who come to school with different preparation at the same time, using different methods. The teacher gives more complex didactic materials to the children who can quickly complete the task, and to the children who come from home, simpler ones, and assigns them appropriate tasks. The teacher shows the students red, yellow, and blue objects and asks them what kind of things: fruits, vegetables, and toys should be in that color. After that, children remember and say that a number of things are red, such as cherries, pomegranates, strawberries, tomatoes, and flags. Such independent thinking increases children's activity, strengthens their memory, and enriches their vocabulary. Various games: different shapes from sticks; making corners, rectangles, ladders and some letter shapes is carried out alternately with other works. 7-8 minutes are allocated between lessons for these tasks. Didactic materials can also be used in students' free creative work. With the permission of the teacher, students draw pictures of different boxes and rugs using colored shapes. From these activities, children form a concrete idea about angles, sides, right, left, bottom, top, and learn to work together with their friends. In the development of children's speech, it is possible to quickly assimilate the knowledge provided by organizing various didactic games. If the game is taught to children in a dynamic way, they will not notice that they have learned the game, they will not really struggle to thoroughly master the educational material during the game. "Games play a very important role in the proper development of children. The child enters the game with all his being. During the game, his speech develops quickly." Games, especially didactic games, are very suitable for children's natural need for mobility. That is why children love the game so much. The game plays an important role in the speech development of preschool and school-aged children. In almost all didactic games, for example, in games such as "Divide into syllables", "From which letter", action elements greatly affect the physical and mental growth of children. Didactic games are especially important in developing children's sensitivity and ability to hear, see, and move. For example, "Silence", "What's knocking?", "Knock-knock", "Who hears what?" and other similar games, children's memory and hearing abilities, as well as attention, grow. It is always evident in the experience that children play didactic games that are scientifically and methodically organized with great joy. During each game, children's attention and intelligence develop. While studying, children observe each other's actions, try not to miss anything, remember the rules of the game and the assigned tasks. In addition, during the game, students work based on previously learned material, as a result, this material becomes more firmly established in the children's memory. Didactic games awaken in children a desire to know everything, allow them to be actively engaged in mental work, observation, the ability to compare things and events, analyze, generalize, identify, and speech grows. Didactic games teach children to act consciously. "Didactic games strengthen the unity of the first and second signal systems, indicativeness, unity of words and actions. In didactic games, the student should not miss a single word of the teacher, otherwise, the student will not be able to learn the rules of the game well, will not be able to complete the game task on time, and will fall behind others." From this point of view, didactic games are of great importance in strengthening the child's memory, attention, normal development of vocabulary and speech. Children are impatiently waiting for the start of the game, the joyful scene of tomorrow's school day is embodied in their minds. "During the game, the individual characteristics of children's psyche, the speed of emergence of conditioned reflexes in them and their strength are more clearly manifested. This allows the teacher to have an individual attitude to the students' activities." One of the simplest didactic games is the game "Continue". In this case, the teacher says the beginning of a word, i.e. the first or first and second syllable, and the students continue it. The words used in this game should not exceed two or three syllables. It is appropriate to start such words with children's names such as Gul-nor, Khol-mat, Jo'-ra, No-di-ra, A-za-mat. Then the names of things and actions such as sha-mol, lay-lak, tul-ki, bo-la, uch-di, oy-na-di are said. At the end of the game, the teacher says 3-4 similar words. For example: Nadira-Nazira, Normat-Kholmat, Bread-grain, water-milk, tea-soy. Then he tells the children to come up with similar words. Among the didactic games, games such as riddles and quick telling have educational value and provide spiritual nourishment to children. In the last periods of literacy training, the teacher distributes envelopes containing pictures of children's daily life and games to students and tells a small story about the

content of the pictures inside the envelope. For example, “One summer day, children went to the lake to bathe. Lola and Salim swam in a boat. After telling the story “Other children had fun bathing”, he assigns the children the task of finding a picture related to this story. Students find it and put it on the table. Teacher: “Now, children, look at the picture and find out what I didn’t say about the people in the picture?” he said. Pupils follow the picture and tell as much as they know about children filling baskets with fruit and returning home. The same applies to other pictures in the envelope. When choosing a picture, the child’s age, interest, and the content of the picture are taken into account. Along with the development of children’s speech, play activities also develop their intellectual abilities, moral and moral qualities, the habits of dealing with a team, and increase their strength. . In addition to these, children develop basic labor skills during playtime.

During the alphabet period, children are introduced to a lot of games, with the help of which they learn to read and write. After the alphabet period, they expand their knowledge through the book “Mother Tongue and Reading Literacy”. In this process, didactic games become more complicated by their nature. It is worth mentioning that didactic games recommended for use in mother tongue and reading classes do not have a rhyme limit, and can be adapted to other higher classes.

I. Peaceful games: I will check it myself.

When conducting such games, the teacher selects small dictations. It can be used at the beginning of the lesson in every class of elementary grades. The teacher writes a small dictation to the students. After writing all the dictation, the teacher shows the dictation on the board. Pupils check their own dictation based on the teacher’s writing. If the dictation is written on the blackboard and covered, the teacher opens the curtain. Such dictations can also be used during the alphabet period, and the teacher can first write a dictation consisting of only letters, and then (after introducing consonants) syllables.

Option 1: Oo, Ii, Uu, Ff, OV.

Option 2: -Io, -no, -ta, -mi, -un.

Option 3: Child, lola, mother, excellent, par.

Option 4: It is hot today.

II. Action Games: What is he doing? (“pantomimo”)

One of the students walks up to the children and makes silent movements. The group of students should explain his actions together. Such a game is played in native language lessons to develop students’ speech, intelligence and not to get bored.

III. Mixed Games: What’s Missing?

Cards with pictures of several or individual objects are placed on the table. Pupils carefully observe the table and remember things. After that, the teacher takes away one of them without informing the students. Students must find what is missing on the table. This game can be used for both in-class and extra-curricular activities. This game is especially useful in the process of learning letters during the alphabet period. Games of this type greatly help the expansion of children’s knowledge and imagination, and most importantly, the increase of vocabulary, as well as the identification of sound pronunciation in their speech.

Problem teaching is one of the latest achievements of the science of pedagogy, the most productive way to develop children’s resourcefulness in the educational process. Problem-based learning is organized by solving assignments based on program materials. In order to organize problem-based teaching at school, it is extremely necessary to know the nature and types of problem tasks and master the methodology of their practical application.

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