
IMPROVING THE PRONUNCIATION AND SPEECH DEVELOPMENT METHODOLOGY OF PRIMARY CLASS STUDENTS THROUGH FOLK ORAL CREATION

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ABSTRACT: One of the important requirements defined in the program of the primary grade mother tongue and reading literacy textbook is to develop students' speech. Because the level of students' speech, their reading skills, their opinions, and their imagination are related to speech. For this purpose, we found it preferable to use the tool of folk oral creativity to improve students' speech. Because proverbs, riddles, fairy tales, quick sayings and parables are the main tools for improving oral speech of primary school students.

KEYWORDS: Speech, pronunciation, primary school teacher, folk art, oral speech, written speech, connected speech, speech culture.

INTRODUCTION

Mahliyo Husaynova, Omonulla Madayev, Ghozi Olim Yunusov, Hodi Zaripov, Muzayyana Akmalkhanovna, Mansuz Afzalov, Komiljon Imomov, Bahadir Sarimsakov are among the republican scientists on the development of pronunciation and speech of elementary school students through folk art. , Tora Mirzayev and other well-known folklorists of our country have studied the examples of folklore from a linguistic point of view. Dono Babayeva, Natalya Nurmammedova, Gulnara Jumasheva and others studied the theory of speech development by our scientists.

According to the basic curriculum of general secondary education, the scope, content, learning sequence and competences to be formed of the subjects by classes and topics are defined.

The main goal of teaching the subject of the mother tongue in general secondary educational institutions (grades 1-9) is to express one's opinion correctly and fluently orally and in writing, to develop a culture of reading, to be independent and creative. It is to develop a person who can think, understands the opinions of others, has a developed culture of communication and speech.

The main task of teaching mother tongue in general secondary educational institutions:

1) speech competence (listening, speaking, reading, writing, i.e. A1- the student can listen to and understand the assigned task, can understand simple texts, can read the text with understanding, can follow the pronunciation of words and sentences in oral speech, can write a dictation of 65-70 words, can write a dictation of 65-70 words based on a message, image To be able to create a text consisting of 6 sentences, to follow the rules of using spelling and punctuation, to be able to

follow the rules of using paragraphs and husnikhat, to be able to write a greeting or letter to a friend, parents, teacher.

To develop A1+ ability to understand and explain the main content of a simple text, to be able to read the content of the text with understanding, to be able to write a dictation of 70-75 words, to be able to compose a text based on a message or a picture of 7-8 sentences;

2) to develop students' acquired knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics);

3) linguistic competence aimed at the development of correct and fluent expression using the broad possibilities of the native language (phonetics, graphics, orthography, orthography, lexicon, grammar and methodology, i.e. A1 - ability to distinguish speech sounds in the native language, to be able to follow the rules of syllabification; to be able to use new words in oral and written speech; to be able to use punctuation marks in written speech to be able to form the sound composition correctly, to be able to distinguish the types of the sentence according to the purpose of expression and to be able to use them appropriately in written speech.

The curriculum of the subject of the mother tongue of primary education was created based on the requirements of the state educational standard aimed at the formation of competencies in students. This educational program envisages the formation of elements of basic and subject-related (speech and linguistic) competences in 1st-4th grade students.

Teaching the mother tongue in primary education is to ensure the literacy of students, to teach them to follow the norms of literary speech in their oral and written speech. This mother tongue curriculum includes the following sections:

1. Teaching literacy and developing speech.
2. Developing phonetics, grammar, spelling and speech.

The literacy period covers the period from September 2 to the end of December, that is, two academic terms. The process of teaching literacy consists of preparation and alphabet period. In the preparatory and alphabetic period, education is carried out in the analysis-content (analytical-synthetic) sound method of teaching literacy. According to the analysis-content method of teaching literacy, text-to-sentence, sentence-to-word, word-to-syllable and sound, or vice versa, sound > syllable > word > sentence > text in an organic relationship it is analyzed from the whole to the part, from the part to the whole. This creates an opportunity to develop students' thinking activities on the basis of consciousness, comprehensibility, logic, and didactic criteria.

From the first literacy period of primary education, special attention is paid to enriching students' speech with new words.

The textbook "Alifbe" provides: using new words, text, short stories and poems, to familiarize students with the meaning of words, to memorize and retell poetic and prose texts. Out-of-class reading lessons help to familiarize students with examples of children's literature, to interest them in independent reading, to read fiction with the help of teachers and parents, to enrich and develop their speech.

The mother tongue serves to develop the skills and abilities of being able to think freely, to understand the opinions of others, to be able to express one's thoughts orally and in writing, to communicate freely with people.

Structure and content of the mother tongue program.

The content of the Mother Tongue (grades 1-4) program includes:

I. Speech and speech.

II. The phonetic system of the mother tongue:

- 1) speech sounds and letters, vowel sounds and letters, consonant sounds and letters, voiced and unvoiced consonants, alphabet, capital and small letters, consonants (phonetic analysis);
- 2) syllable and syllable structure, copying words by syllables. Words and word meanings (lexical analysis: words with one meaning, words with opposite meanings, words with multiple meanings);

III. Word composition: base and suffix (specifier, modifier and formative), sound changes in bases, spelling of base and suffixes;

IV. Word meaning: grouping according to the meaning of words: words denoting the name of persons-things, words denoting the movement, sign, count and order of persons-things, words expressing reference to persons-things 'zlar (personal pronoun for a person).

V. Sentence, expression of the sentence:

- 1) types of sentences according to the purpose (statements, interrogative, command and emotional sentences);
- 2) the use of punctuation marks in the sentence (full stop, question mark, exclamation point, etc.), important (some) signs used in written speech: comma, parenthesis, colon, full stop;
- 3) structure of the sentence according to the parts of the sentence: parts that express the main content of the sentence (possessive and participle), parts that complete the main content of the sentence (secondary parts - except for their types and names);
- 4) interconnection of words in a sentence, combination of words, connected parts of a sentence, their interconnection (using tone, connecting words);
- 5) Impulse is determined by the individual, expression of the punctuation mark in imperative sentences.

VI. Sentence and text, text structure: theme, event detail, statement of the main idea, conclusion, planning, title, letter head, dialogue, monologue, narrative, short story;

VII. Teaching kindness.

The task of teaching husnikhat is to improve the correct and beautiful writing of letters, words, sentences and texts. In the process of learning to write, the student is able to copy the letter, word and sentence from the book and the blackboard correctly, following the rules of etiquette, to check what he wrote and the graphic defect he made. and he must be able to correct his mistakes under the guidance of the teacher. Listening and writing skills are also developed during this period. In the 1st grade, from the second half of the academic year, the skills of husnikhat are improved. Also, in the 2nd-4th grades, 5-8 minutes of each mother tongue lesson is allocated to "Congratulatory minute".

So, the primary grade (grades 1-4) training program is adapted to the training program aimed at the formation of competencies, the formation of basic and subject-related (speech and linguistic) competencies of primary grade students. In this case, annual study hours are 608 hours at the A1

level, and 680 hours at the A1+ level. In particular, 68 hours are allocated in each class section for speech development and homework lessons.

In the development of elementary pronunciation exercises, pronunciation exercises teach students not only the ways to acquire polished, fluent speech, but also the culture and skill of using it. Developing a student's speech is a complex process, and if all opportunities are used to the fullest, it becomes easier to teach them to express themselves correctly, attractively, and fluently, both orally and in writing. As a result, a wide way is opened for the development of the student's speech. In the process of developing pronunciation exercises in elementary school, there are several requirements for the student's speech, which are as follows. The development of students' speech requires a high level of training, the innovative pedagogical technologies used are diverse and interesting for the student. The non-repetitive use of various pedagogical technologies in the teaching of pronunciation exercises increases the activity of students, enriches their vocabulary with new words, develops students' communicative speech skills at a high level, and increases their interest in this lesson. increases further.

It is clear from the comments mentioned above that in the development of pronunciation exercises in elementary grades, literacy lessons and reading lessons are of great importance. It is known that there is an alphabet period in elementary grades, during which students are introduced to all the vowels and consonants of the alphabet. In order for students to better understand sounds and letters, to successfully acquire elementary reading, dividing into syllables, determining the boundaries of syllables in words, and separating sounds from syllables, sounds and letters exercises such as determining the relationship, making syllables from cut letters and reading, syllable-sound, sound-letter analysis are used. In the exercise of separating the sounds of the word and pronouncing it correctly and fluently, the analysis-synthesis method is definitely used in the reinforcement exercises to teach students a new sound and its sign in writing, i.e. letter forms.

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