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## WAYS TO IMPROVE THE STUDENTS' WRITTEN AND ORAL SPEECH IN THE PRIMARY CLASS LITERACY TEACHING PROCESS

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**ABSTRACT:** The article talks about the formation of oral and written speech, didactic games, and the integration of oral and written speech of students during the training of primary school specialists. goes.

**KEYWORDS:** Teaching literacy, developing speech, good writing skills, correct education of speech, oral speech, written speech, teacher's skills, skills and competence, writing name.

### INTRODUCTION

Since the day of independence, the Republic of Uzbekistan has put the policy of reforming the society on the agenda. As in all sectors, the policy of reforming the education sector is being implemented consistently. State educational standards for primary education also came into education as a result of experiences during the period of independence. Of course, it serves as a program for creating a new generation of primary education textbooks and methodical manuals.

Primary education In the "Introduction" part of the state education standard, "The primary education process is aimed at forming the child's ability to think logically, intellectual development, worldview, communicative literacy and self-awareness." , teaches to be physically healthy, to feel the beauty of material existence, to be able to enjoy beauty and sophistication, to absorb and honor national traditions, to observe them," he said. has been read.

Implementation of these requirements for primary education requires a clear definition of the content of education, a new approach to teaching.

As stated in the state education standard, "requirements imposed by the state and society at the stage of primary education" are full of mutual compatibility, proportionality, and harmony in the fields of education. Therefore, setting the standard of primary education allows to modernize the content of the educational process and the content of the same content components, and to regularly use new, modern pedagogical technology in the primary education process. .

The content of mother tongue education in primary grades is determined based on the requirements for this stage of education.

The law "On Education" states that "Primary education is aimed at forming the foundations of literacy, knowledge and skills necessary for general secondary education." Therefore, "The goals and tasks of mother tongue education in primary grades are defined in the DTS as follows:

1. ... to expand the child's thinking activities, to be able to think freely, to understand the opinions of others, to be able to express one's opinion orally and in writing, to be able to freely communicate with members of society, and development of skills.
2. ...to learn to express one's opinion in a literate, logical manner.
3. ...to express the signs of written speech in pronunciation, to form the ability to read the text expressively.
4. To increase the pace of study, to achieve the mastery of reading that is typical for this stage of education.

Mastering the following skills set for written expression of opinion:

- a) that the thought is expressed in logical consistency;
- b) appropriateness and completeness of the description;
- d) level of use of language means of expression in the description;
- e) achieving spelling literacy.

To do this is the task of subjects in the cycle of mother tongue education, that is, literacy, reading and mother tongue. Fulfillment of these tasks largely depends on the correct definition of educational content.

Only if the content of mother tongue education is defined clearly and scientifically and theoretically correctly, the tasks and requirements set before it will be fully fulfilled.

It is known that the content of mother tongue education defined in DTS is expressed in the program and textbook based on specific topics and language materials. One of them is the executor of the other and should be consistent with each other.

In conclusion, it can be said that the content of the mother tongue of the primary class is being improved on the basis of many years of observations, experiences, and analysis of experimental results of Methodist scientists. Special attention is paid to the practical importance of teaching the mother tongue.

Teaching elementary school students to write well is considered the foundation of literacy, and the goal of teaching students to read in elementary school is to develop students' oral and written speech in an organic state, to make their speech fluent, and to make them mature in all aspects. In addition to educating people, it also means raising people who strive for beauty, who strive to create beauty that can feel it from the heart.

Of course, the formation of the child's all-round development depends in many ways on beautiful writing. Through beautiful writing, children are formed by successfully mastering other subjects. In order to teach children to write well, it is considered appropriate to work regularly from the day they enter school.

One of the main features of writing is its ability to serve as a graphic symbol. The organization of writing exercises in the first grade is somewhat complicated, it is divided into several periods and includes several different tasks. Based on the teacher's instructions, the children look at the letters and words written on the board, analyze the words and syllables, and paint over the letters represented by dots.

Before teaching students to write, it is necessary to explain the rules of correct sitting. At the same time, the teacher should remind students of the rules of correct sitting throughout the lesson.

It depends primarily on the teacher to arouse interest in students to write beautifully, clearly and cleanly. Teaching writing in the last phase of the elementary school curriculum aims to closely link reading and writing. In summer classes, students are introduced to sounds and printed letters, and their speech is developed by analyzing and synthesizing sounds and letters. Each letter and its elements must be completed by the student himself according to the model. Keeping the distance between the letter and its elements and writing evenly in the notebook can be difficult for a student who is just learning to write.

To form the skill of husnikhat, first of all, it is taught to correctly imagine the shape of letters, to write in the same slope, and to correctly place letters in words. It is very important to keep the slope of the letters and the distance between them correctly during the transition of the notebook lines, to learn to write the ratio of small and capital letters correctly. It is necessary to work on prevention and correction of some mistakes encountered by students who are taught to write letters belonging to a certain group in husnikhat classes.

As the speed of writing increases, some letters that are similar to each other are distorted, and they should be re-trained. It is necessary to pay attention to the correct use of the notebook when teaching beautiful writing. When moving from a double-lined notebook to a single-lined notebook, students are faced with a series of tasks. Teaching beautiful writing includes general didactic rules as well as specific rules that shape writing skills.

The task of teaching writing - husnikhat is to copy letters, words and sentences from books and calligraphy correctly, following the rules of husnikhat, to be able to check what has been written and to correct the shortcomings and mistakes made under the guidance of the teacher or should be able to fix it himself.

Every student should be able to understand and write one or another letter, know the ratio of letters to each other, their height and slope, the rules of holding a pen and sitting properly.

The first rule in developing beautiful writing skills is to remember the requirements of neatness and the correct slope of the writing, and then the rules of writing approximately the distance between letters and letter elements are inculcated. These rules will improve later. Each writing exercise should be easy, understandable, based on a clear goal. For this, it is necessary to use beautiful writing and various teaching methods.

In beautiful writing lessons, the exercises on the shape of letters go from simple to complex, because all the letters of the alphabet are divided into groups according to the form of writing. The first group contains letters with easy spelling, and the next groups contain letters with complicated spelling. Organizing a lesson in this way is called a genetic method in the teaching methodology of husnikhat teaching.

First of all, the teacher should explain and practice the rules of sitting correctly at the desk to each student. Later, the student should observe how to hold the pen, how to hold the notebook, and how to write letters: slowly or quickly.

It is necessary to improve the formation of husnikhat skills not only in primary grades, but also in higher grades. The science of husnikhat teaching methodology is closely related to a number of other sciences. With subjects such as aesthetics, physiology, hygiene, linguistics, students develop their interest in beauty.

In the process of teaching literacy, oral speech and writing also serve the same purpose, that is, to pass on cultural and literary experiences to the next generations in order to improve interactions with people. Spoken speech has two forms, like language and writing.

1. Oral speech
2. Written speech.

Oral speech is a natural form of language. Written speech is a written expression of natural speech. In written speech, people express their thoughts by means of various conventional sign systems.

At the first stage of literacy training, the teacher must develop an understanding of the expression of words in writing, the understanding of letters and sounds, the division of words into syllables and sounds, the development of connected speech, and the development of imagination regarding the rules of elementary orthography. , to sum up, there is an important task of expressing the beauty and diversity of the mother tongue.

So, the literacy classes include the preparation and the main period, and the educational and educational activities conducted with students at this stage are unique. In particular, in this period: about the text, spoken and written text, sentences, the structure of the text from sentences, words, the composition of sentences from words, that is, the composition of the text and its parts that make up the composition of the text teaching perception, providing information about syllables, sounds, letters, providing information about vowel sounds and consonants, teaching the separation of sounds into vowels and consonants, pictures in the alphabet, teacher or o to create texts based on pictures prepared by students, to memorize poems, stories, fairy tales, proverbs, and quick sayings that students know, to teach them the genres of folk art, such as poems, stories, fairy tales, proverbs, riddles, etc. teaching, working on the words in the alphabet textbook, their meanings, teaching students to make sentences based on familiar words, explaining the proportion and difference between letters and sounds.

In the era of the alphabet, the purpose of syllabification of words as an appendix to each sound is, first of all, to ensure the orthographic literacy of the student in the future, to acquire the correct reading and writing skills, and therefore, the vocabulary aimed at increasing their vocabulary by enriching their vocabulary. In addition, the teachers, with a creative approach to the didactic materials, check the students' knowledge of their ability to write correctly and divide words into syllables.

For example: 3 word templates are given for learning the letter V, and they are presented with colored pictures of a boy, quince, and banana.

Students can fill in the first template independently, because all the letters in the word child are familiar to the students, don't fill in the templates for the words quince and banana, but match these words based on the template in the textbook. it would be appropriate to demand a division into ins.

Teacher:

- Come on, let's divide the word "quince" into syllables.

o students:

- Yes.

Teacher:

- How many syllables are there in the word "quince"?

o students:

- Two.

Teacher:

- Well done.

Each newly learned colorful picture and didactic material is definitely suitable for the student's taste and hygiene requirements. Independently filling in the form given for the studied words helps to improve orthographic literacy in the student.

Currently, teachers are achieving effective results by combining the educational process with didactic games to accelerate cognitive activity. At the same time, the teacher should familiarize himself with the literature and additional literature, work independently, and at the same time take into account the level of knowledge, age, psychological characteristics and talents of the students in order to conduct lessons based on didactic games. fit for purpose.

It can be used in the process of explaining, strengthening, testing and evaluating children's knowledge in the organization of didactic game lessons.

It is the duty of every teacher to prepare students for individual, small group games, to be supervised by the teacher, and at the end of the lesson to encourage actively participating students. it is necessary for students to acquire the necessary knowledge, skills and abilities to participate in didactic game lessons.

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