

FEATURES OF THE FORMATION OF SPEECH CULTURE OF YOUNGER SCHOOLCHILDREN

Dilnora Gainutdinovna Azizova

Lecturer, Department Of Oligophrenopedagogy, Tspu Named After Nizami, Uzbekistan

Maftuna Jamshidovna Alieva

Student Of Oligophrenopedagogy, Tspu Named After Nizami, Uzbekistan

ABSTRACT: Speech is a type of human activity, the implementation of thinking based on the use of language tools. All his life a person improves his speech, learns the established norms, enriches his vocabulary. At each age stage, he receives new knowledge, which determines his speech development. The most significant stages of mastering speech are preschool and primary school age.

KEYWORDS: Culture of speech, primary school age, formation, methodology, methodology.

INTRODUCTION

The formation of a child's speech is not a spontaneous process, but, on the contrary, requires continuous pedagogical influence. The first condition for the speech development of a child is the need for communication or communication. That is why in the method of forming speech culture there should be situations that increase the motivation of speech, put the student in front of the need to solve speech problems, encourage him to communicate, share his thoughts.

Approaches to solving the problems of the development of speech culture are reflected in the works of L. S. Vygotsky, L. A. Vvedenskaya, P. Ya. Ksenofontova, V.I. Maksimov, L.I. Skvortsova, L.V. Sokolova [3; 5].

Mastering speech culture involves not only understanding the meaning of words, phrases, intonations, but also the ability to competently use the literary norms of the language. The speech culture of a person is the attitude of a person to knowledge about the language, the desire to expand it, as well as the ability to use the knowledge gained. Speech culture includes both the process of creating speech (speaking, writing) and its perception (listening, reading). To improve the level of speech culture, it is necessary to acquire knowledge and communication skills, to have samples of perfect speech, to know its signs and principles of construction [6].

With the arrival at school, significant changes occur in the speech development and formation of the speech culture of the child:

The volitional factor increases: the child's speech is mediated by the educational process. The motivation of speech changes dramatically: in the case of situational speech, the main motive is communication, and the answer in the lesson is the need to fulfill the teacher's requirement and avoid a negative assessment of classmates. For this reason, children who communicate freely and

naturally with their parents in the classroom may become lost, embarrassed and speak incoherently.

Written language appears in the life of a child. From the first days of training, work begins on the culture of speech: children learn the norms of communication at school, in the classroom; try to express their thoughts clearly, clearly, understandably for others; learn to self-control and observe the speech of classmates. Gradually, the elements of colloquial and everyday speech of younger schoolchildren disappear, because the teacher requires complete answers and corrects them. Through a conversation with the teacher, the children learn to compose complex sentences.

A significant role in the speech activity of a younger student begins to be occupied by monologue speech. A monologue during the period of learning to read and write is a retelling of what has been read, a story from pictures, from memory, from imagination, etc. Phonetic work also creates the conditions for monologue speech.

At school, speech becomes an object of study. Preschoolers, using speech, do not think about its structure and patterns, while younger students learn that speech consists of sentences, sentences are made up of words, words are made up of syllables and sounds denoted by letters, etc. [18].

The vocabulary of a first-grader is so diverse that a child is able to easily communicate with another person on any topic that concerns his life and is within his area of interest. In accordance with the norm, a three-year-old child uses five hundred or more words, and a six-year-old uses three to seven thousand words.

Children in elementary school use nouns, verbs, pronouns, adjectives, numerals and connective conjunctions. By the age of seven, children have a good command of oral speech, namely, such a form of speech as dialogue. It contains monosyllabic, incomplete answers, the use of gestures and facial expressions is acceptable, so it is accessible to a younger student. But at school, the teacher must demand complete answers from students [3, 8].

A monologue is a complex form of speech for seven-year-old children, because it is difficult for them to formulate and hold thoughts, to tell accurately and consistently, often there are not enough words in the vocabulary. The speech of a younger student is characterized by colloquial or incorrect expressions, speech defects are often found: lisp, burr, swallowing sounds. With the arrival at school, children become aware of the forms of speech, the sound composition of words, vocabulary, grammatical structure, they master written speech, the literary language, and the monologue is actively developed. Children listen to the sound of the word and evaluate this sound. Younger students understand which words can be used and which should not be spoken out loud [7].

The vocabulary of students on average increases by five thousand words. Words learned by children are divided into two groups:

- 1) active stock - words that the child not only understands, but also consciously uses in his speech;
- 2) passive reserve - words that the child understands, but does not include in his speech.

Younger students enjoy learning new words. Often a new word has a common root with an already familiar word, so it is easier for children to remember them. The teacher needs to show

how some words are related to others, then the children's lexical vocabulary will increase significantly, it will be easier for them to memorize and apply new words. Thus, the need for communication determines the development of children's speech. A properly organized lesson helps the child to direct his activity to learning speech from a new side for him.

During the first half of the year in the first grade, the guys listen, watch, act according to the model, work with didactic material. Younger students learn to listen and analyze information, follow the thought and instructions of the teacher. In the first grade, listening is one of the main types of special cognitive activity of the child, which is closely related to speech activity.

The task of the school course is the formation of arbitrary, coherent, expanded speech. Younger students must learn to give complete and specific answers to a question, to speak according to a certain plan, not to repeat themselves, to speak correctly, in complete sentences, to coherently retell a large amount of material.

Despite the fact that many first-graders practically own all sounds, the phonetic side should be given great attention, since learning to read and write requires a well-developed phonemic ear. This means that a younger student should be able to perceive, distinguish, analyze phonemes, isolate sounds from a word, and vice versa, combine sounds into words. One of the most important aspects of speech development is grammar. During the period of entering school, the child practically knows the grammatical structure of the native language, i.e. he declines, conjugates, puts words into sentences. But that's only in spoken language.

In written speech, younger students make many mistakes. Therefore, written speech becomes an incentive for the development of the grammatical structure of the child's language. The success of mastering vocabulary is expressed not only in the number of words in the vocabulary, the ability to adequately use them, but also in the creative handling of these words. That is, the child must understand and use words in new situations, in new meanings, guess the meaning of an unfamiliar word from the context, be able to choose the right word in a particular situation. Meaningfulness provides knowledge, understanding of what is at stake.

A six-seven-year-old child is able to communicate at the level of contextual speech, that is, to describe clearly and fully what is being said. For example, retell a story you heard or talk about what happened. Children at the age of seven or nine already master enough contextual speech and can speak not in order to express their thoughts, but in order to keep the interlocutor's attention. Most often, such communication occurs with close relatives or with peers during game communication [8].

Speech activity in natural conditions differs from educational activity in that the goals, motives and content of educational speech are created artificially. The task of the teacher is to correctly set the topic, to interest it, to arouse the desire to take part in its discussion, to intensify the work of all students in the class. Thus, we can conclude that the speech of children at primary school age undergoes various changes and is completely formed under the influence of the educational process. All the functions of speech develop: the student learns to plan, to express his thoughts by language means, to anticipate the possible reactions of the interlocutor, to control his speech activity.

We have identified the following features of the formation of speech culture of younger students:

1. Freedom, immediacy of speech.
2. Spontaneity of speech acquisition (in the process of speech activity).
3. Easily digestible (children learn the language better due to their susceptibility and cognitive activity).
4. Contextual nature of speech development.
5. Colloquial, incorrect expressions, speech defects. These features must be taken into account in the work on the formation of the speech culture of younger students.

The most effective are the verbal methods of forming the speech culture of younger students: the student's oral story, the conversation between the teacher and students, working with the textbook and text, organizing independent pair or group work with the text. The following methods are suitable for the formation of the speech culture of younger students: the selection of synonyms and antonyms, the preparation of a test from a series of sentences, exercises to find sounds in a word, the exercise "Word by word - the verse was created", work in pairs "I ask, and you answer».

REFERENCES

1. Abidova, N. Z. (2014). Analysis of the problem of development of speech and communication in children with visual impairment. Bulletin of the South Ural State University. Series: Education. Pedagogical Sciences, 6(3), 29-33.
2. Abidova, N. (2019). Children with Visual Disorder Speech Development Peculiarities. Eastern European Scientific Journal, (1).
3. Абидова, Н. З. (2016). Особенности формирования сенсорных эталонов у слабовидящих детей. Евразийский Союз Ученых, (30-3), 16-17.
4. Абидова, Н. З. (2012). О конкретизации речи детей с нарушениями зрения. Педагогический журнал, (5-6), 131-137.
5. Abidova, N. (2022). Problems of Preparing Future Defecttologists to Work in the Conditions of Inclusive Education. Journal of Pharmaceutical Negative Results, 2505-2511.
6. Voiteleva, T. M. Russian language and culture of speech. Didactic materials [Text]: textbook / T. M. Voiteleva. - 8th ed., revised. - Moscow: Academy, 2014. - 196 p.
7. Gvozdev, A. N. Questions of studying children's speech [Text] / A. N. Gvozdev. - Moscow: Education, 2006. - 218 p.
8. Golovey, L. A. Personality development of a child from seven to eleven [Text] / Larisa Golovey. - Yekaterinburg: U-Factoria, 2006. - 640 p.