

THE DEVELOPMENT OF PUPILS' SPEECH IN RUSSIAN LESSONS IN ELEMENTARY SCHOOL

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Abstract: At the same time when the process of globalization is developing rapidly, we all know that language learning is a topical issue. In this article, the most important condition for the development of children's speech is the need for speech, increasing the motivation of speech, awakening the desire to express their thoughts and feelings, for this, children's perceptions of the world around them are directly - true, with the help of observations and indirectly, with the help of books, pictures, stories of other people, it is necessary to carry out work on expanding and clarifying the language tools necessary for the creation of a certain text in Russian by primary school students opinions about the need to develop the ability to master, select and use these tools depending on the communication situation are stated.

Keywords: Language, learning, Russian, teaching, information, technologies, methodology, cognition, comparison, analysis, synthesis, generalization, abstraction, concretization, activities, external and internal speech, monologue and dialogue.

Speaking well is just thinking out loud

E. Renan

The problem of the development of speech of younger pupils is one of the most relevant in the modern methodology in the primary grades. Speech is a type of human activity, which is the realization thinking based on the use of language tools (words, phrases, suggestions). Speech performs the functions of communication, communication, emotional self-expression and influence on other people and is one of the most important indicators of the level of human culture, his intellect. In a number of stages of cognition of the external world, the highest form of cognitive

human activity is thinking. Comparison, analysis, synthesis, generalization, abstraction, concretization - these are the main operations of thinking. The means expression and existence of thinking is language.

Coherent speech training of younger schoolchildren, of course, contributes to the development of children's thinking, improves and enriches the ways of expressing thoughts with new means. Mastering speech skills contributes to the development of the student's personality, since leads to the knowledge of children of new phenomena of reality.

In the work on the development of speech of younger students in the methodology, three directions.

1. **Work on the word:** *enrichment and expansion of vocabulary, clarification vocabulary, vocabulary activation, elimination of non-literary words;*

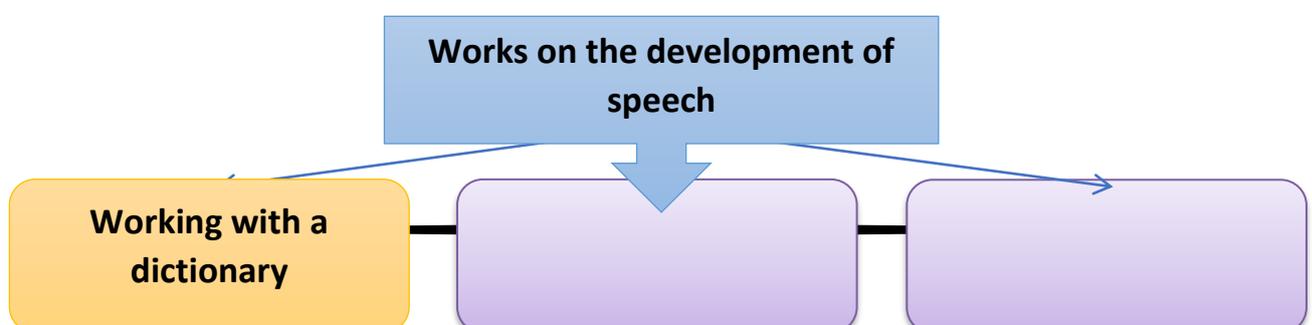
2. **Work on the phrase and sentence** includes exercises *on sample basis* (reading sentences, analyzing them); *constructive* (finding boundaries sentences in text written without dots and capital letters, recognition the grammatical basis of the word with the help of questions, the expression of one thought in several options for proposals); *creative* (composing phrases and suggestions for illustrations, according to the given words, etc.);

3. **Work on coherent speech** (text) offers the following types of exercises.

Works based on the sample include retellings and presentations close to the text. *Constructive* exercises are, for example, a concise retelling, presentation.

Creative works are distinguished by a variety of options: creative retellings and presentations, oral stories according to observations, at the beginning or end, according to a given plan, according to the picture, on a given topic, improvisation and dramatization of fairy tales.

The described classification can be visualized using the diagram:



The word is the basic meaningful unit of language. A sign of human development is a rich vocabulary. Therefore, starting from an early age, great importance is attached to working with a dictionary. In elementary school, vocabulary work is carried out in the process of all educational activities.

In the course of vocabulary work, I highlight several areas:

1. vocabulary enrichment (learning new words);
2. activation of the dictionary (inclusion of new words in speech, making sentences, exact application of the word);
3. clarification of the dictionary (the difference between synonyms, the selection of antonyms, the ability to analyze the polysemy of words and allegorical meanings);
4. correction of erroneous expressions, stresses.

Starting from the second grade, I gradually teach children to use explanatory, spelling dictionaries, as well as dictionaries of antonyms, synonyms. I also include parents of students in this work, who help not only to acquire dictionaries, but also help children use them.

As a result of a system of exercises on a dictionary word, students master the meanings so much that they develop skills and abilities to quickly and accurately apply the acquired knowledge about the word in practice. With the help of exercises, the knowledge of children is not only fixed, but also refined, skills of independent work are formed, skills of mental activity are strengthened. Children continuously have to analyze, compare, make phrases and sentences, abstract and generalize. Through exercises, knowledge is systematized and automated.

At each language lesson, the teacher must provide for the implementation of only analytical (language), but also speech exercises. According to M.R. Lvov, exercises in the Russian language - types of educational activities of students that put them before the need for multiple and variable application of the obtained

knowledge in various relationships and conditions. The methodology clearly defines the differences between these two types of exercises presented in Table:

Types of exercises in Russian

I type of exercises: analytical (linguistic)	II type of exercises: synthetic (speech)
intended for absorption language material, for language analysis	Designed for the development of speech the basis of the learned material
Have an aspect orientation (divided into phonetic, morphological, punctuation, spelling, etc.)	Can be used in process studying any section of linguistics
Material for this type of exercise single words can serve phrases and sentences, related to each other in meaning.	It is based on a coherent linguistic whole; this type of exercises is based on connected speech units - this is a feature speech compared with individual linguistic phenomena.
During their implementation, an attention focused on linguistic form	Content comes the first statements

The technique cannot but take into account the peculiarities of the types of speech. Psychologists distinguish *external* and *internal* speech.

External speech is expressed in sounds or graphic signs, designed for perception by other people. *Inner speech* is "mental" speech, addressed as if to himself. It is devoid of clear grammatical forms, operates individual significant words and combinations of words.

The task of school education is the development of both external and internal children's speech. They are taught to read silently, to think through their statements. As a result inner speech becomes clearer, more harmonious, and this has a positive influence on external speech, and in general on the mental development of the child.

External speech can be realized in *monologue* and *dialogue* (polylogue).

A *dialogue* (polylogue) is a conversation between two or more people. Each individual the statement depends on the interlocutor's remarks, on the situation of communication. Dialogue is not needs detailed proposals, tk. their content is complemented by facial expressions, gestures, intonation, the very situation of communication. The dialogue contains many incomplete and nominative sentences, interrogative sentences and exclamatory, appeals, colloquial vocabulary occurs. Feature dialogue is emotionality. In conversational dialogue, depending on situations, from the intentions and goals of the speaker, the objective meanings of words can become means of expressing emotional meaning.

For example, questionable Which hour? (Который час?) Such thoughts may be implied: "Why are you late?" („Почему ВЫ опаздываете?“), "What are you don't leave?" („Что же ВЫ не уходите?“) , 'What a bore!' („Какая скука!“), 'I think I'm late' („Я, кажется, опаздываю“), etc. Respectively different thoughts will differ among themselves both intonations and gestures.

The school version of the dialogue is a conversation in which, as a rule, full sentences are used, because the goal is to teach the right building such proposals. Such dialogues are artificial, because they are, in fact, educational speech that differs from natural.

A *monologue* is the speech of one person. It requires more composure concentration, a certain volitional effort of the speaker or writer, good preliminary preparation. School monologues are a retelling read, story, student report, written essay, etc.

External speech is expressed in oral and written forms. Oral speech has greater expressive possibilities, may have a stronger direct impact on listeners. The characteristic of oral speech is her unpreparedness, spontaneity, because the speaker has no time for deliberation. Therefore, in oral speech, the syntax is simpler, the sentence size is smaller.

Written speech is fuller and more complex than oral speech, it is replete with complex and complicated sentences and constructions, bookish words and phrases.

Of great importance for written speech is the observance of spelling and punctuation, for oral - orthoepy.

Developing children's speech means constantly working on its content, teaching how to build a sentence, choose the right word, and correctly formulate thoughts. This problem acquires particular relevance in elementary school, since it is during this period that the foundations of language culture are laid.

One of the main tasks of a teacher and parents is to teach children to reason and think. And only those who can speak can think. The main goal of all types of work on the development of speech is the ability to compose a text, that is, to express one's thoughts, knowledge, feelings in detailed statements. This goal cannot be achieved without the formation of various speech skills.

Teaching younger pupils conversational dialogue should be based on language material is colloquial speech, which is used in the field everyday relations, and this material includes, along with general style, those neutral, also stylistic colored colloquial means.

It is also important to include in the colloquial speech of younger students ready-made phrases and sentences that exist as units of language and are reproduced in the process of speech in the full composition of their components.

So, the definition of the material of colloquial speech of younger pupils is like would be the first step in teaching this style of speech, the most common in the communication of people. The speech situation should become that "starting position" which gives rise to and directs any educational "conversation" in the classroom.

Artificially the speech situation created in the class is, as a rule, imaginary (students are put in certain circumstances). Such artificial situations are often created by teachers in the classroom, using pair work, which has become popular in recent years. However, such work, as a rule, is not systematic and therefore, although it contributes to the practice of dialogic speech, in essence there is little improves the culture of speech interaction of younger pupils.

To teach a student to speak clearly and grammatically correctly, to have a well-trained voice, to express his own thoughts orally and in writing, to be able to express his emotions by a variety of intonational means, to observe speech culture and develop his ability to communicate is a complex and painstaking task that requires hard work.

It is especially necessary to try to make the child's language tangled as little as possible, to teach them to enjoy the beauty of the spoken and written word, to feel its true meaning in our time for many reasons. Today, children are very often carried away by action movies, detective stories, science fiction, false idols and concepts, which often gives rise to aggressiveness, cruelty, and a cult of violence. That is why it is so important to arouse interest in the Russian language, to properly teach your student to listen, speak, compose and write.

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