

WHEN TO DEVELOP A SPEECH IN NATIVE LANGUAGE LESSON?

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ABSTRACT

In this article is revealed the meaning of “development of speech”, which can be understood as hypotheses model or scheme, and also as a final target to develop speech of students of the native language lessons in elementary school, it’s compared actual possibilities of academic material of textbooks of the native language, and concludes about the necessity of working out not only the system of types of activities and exercises, which are conducted during the lessons, but also the content of vocabulary, grammar knowledge, skills, communicative peculiarities of syntactical structures, which can provide the development of speech.

Keywords: Linguistic competence, speech competence, hypothetical model, receptive, reproductive and productive exercise, phonetical, intonational, lexical, grammar skills, connected speech, speech culture.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At the lessons of the native language in elementary school, along with the development of speech, the main attention is paid to the formation of linguistic competence in students, i.e. ensuring the mastery of their elementary linguistic knowledge, mastering the relevant skills. The formation of speech competence with such an approach to learning the native language remains far in the background. But the work on the development of speech (speech competence) and the assimilation of grammatical means (linguistic competence) should be carried out in parallel. However, in the textbooks on the native language for elementary schools with the Karakalpak and Uzbek languages of instruction, this parallelism is not ensured, which negatively affects the development of children's speech. This is the relevance of solving pressing problems that arise precisely in this direction, in the teaching of the native language. To effectively solve this problem, we need to have a clear idea of what the concept of “speech development” has.

As N.N. Korobova defines, “Developing speech means developing certain speech skills: to be oriented in a communicative situation; the ability to cry the statement; the ability to realize one's intention (to speak or write strictly on the topic, ensuring the development of thought, using various means of expression)”.

Further, the author gives the following explanation to this wording: a given theme in a particular style and genre: correctly, meaningfully, expressively, effectively”.

These definitions of the concept of “development of speech” can be taken as a hypothetical model or scheme, as well as the ultimate goal of the development of speech of students in their native language classes in elementary school.

S.V. Yurtaev defines the content of language education somewhat more broadly: knowledge of the world, life experience, material and spiritual values, literary norms of the Russian language, speech etiquette, language means of emotional and figurative expressiveness”.

Such language education can be taken as a high level of speech development of students not only in primary classes, but also in general education schools. Achieving this level requires a tremendous and painstaking work of the teacher on the means and content of the classes.

Unfortunately, sometimes there is not enough time to reach such a level of pupils' speech development at the lessons of the native language, since the work on linguistic concepts prevails over speech development exercises. Studying new theoretical information (on phonetics, spelling, vocabulary, morphology and syntax), working on relevant terms, definitions, rules, performing various receptive and conditional reproductive exercises (reading) takes up most of the time, for this reason from lesson to lesson the development of students' speech suffers. This raises a very important question: when can the pupils' language skills be properly developed at the lessons of the native language in primary school? This question is difficult to find a definite answer. To do this, the teacher needs to have a clear and specific idea of what opportunities textbooks on the native language have for elementary schools with the Karakalpak and Uzbek languages of instruction. Knowing these possibilities, comparing the methodological structure and possibilities of current textbooks, which should ensure the development of speech, with program requirements, with the degree of linguistic competence development, the teacher can accurately determine the true state of the methodology of pupils' speech development, understand the reasons that hinder the development of their speech.

Thus, the above definitions of the degree of development of the speech of children can be taken as one of the main goals of teaching the native language. Hence the task of implementing this goal. This is where a number of problems arise, the unresolved of which causes certain difficulties for primary school teachers. These difficulties are mainly due to the nature of the lesson materials, the ratio of receptive, reproductive and productive exercises. This can be clearly seen on the example of the textbook §4 on the native language for the 2nd grade of schools with the Karakalpak language:

Exercise 66. Read these sentences. (8 sentences.)

Find vowels and consonants in bold words.

Exercise 67. Write down. (Given the text of the books, 6 sentences.)

Underline in these sentences words with vowels in one line, words with consonant sounds in two lines.

Exercise 68. Read these sentences. (7 sentences.)

(Following the exercise material, 3 questions are given on the content of these exercises.)

Exercise 69. Read, matching words, write off. (8 words are given in two columns.)

Tasks:

1. What sounds separate these words from each other?

2. Underline one word with voiced sounds, two words with deaf sounds in these words.

Exercise 70. Guess the riddle. (2 poetic riddles.)

Separate the voiced consonants and deaf consonants from the puzzle.

Exercise 71. Read and tell. (The text "Cotton is a national treasure" of 7 sentences.)

Tell the voiced and deaf consonant sounds in bold type in sentences.

Exercise 72. Expressively read the lyrics. (Song of the silkworm.)

Tasks:

1. Write down the lyrics.

2. Underline voiced consonants in bold words.

Exercise 73. Read the riddle, write it down.

1. What are the sounds of the word terek, kerek?

2. Which of the sounds t, r, k in these words are voiced and which are deaf? Tell me.

Exercise 74. Write sentences with the following words, write them down. (The words of each sentence, that is, for 4 sentences are mixed.)

Identify ringing and deaf sounds in bold words.

Exercise 75. Insert instead of the points the corresponding letters in the data below the words. (11 words.)

What sounds indicate letters inserted instead of dots?

Exercise 76. Read the following pairs of words with each other. (6 word pairs.)

1. What consonant sounds distinguish these words from each other?

2. Did the meaning of these words change the first sounds in them?

3. Write each of the words so 'z, bol, sal, qash in the sentences.

Exercise 77. Make a text on the topic "Guz" ("Autumn"). (Given the words, combining which you can make sentences.)

1. Tell me, how many words are there in each sentence you make?

2. Do not forget to put punctuation marks at the end of each sentence.

Exercise 78. Read the words. Learn with the help of the teacher their values. (12 words about animals and birds.)

The analysis showed that of the above exercises, the following are receptive: 67, 66, 68, 69, 70, 72, 73, 75, 76, 78.

Two exercises can be considered reproductive: 71, 74.

Only one productive exercise: 77.

As you can see, the paragraph materials consist mainly of receptive exercises, which have the goal of consolidating the following linguistic concepts under study: vowel sound, consonant sound, voiced consonant sound, deaf consonant sound.

Designed for 3-4 lessons such paragraphs are not unique.

The study the materials of textbooks in the native language for elementary schools with the Karakalpak and Uzbek languages showed that they (including exercises) are mainly aimed at learning new concepts, language units, consolidation, repetition of previously studied material. Such work allows receptively assimilating the studied language materials. Reproductive and productive speech activity is only occasionally carried out with the help of exercises to retell text, answer questions, compile phrases and sentences, compose a story from pictures and imagination. The theoretical part of the content of language education is aimed at ensuring the correctness of the statement in terms of pronunciation (phonetic preparation), spelling (written speech), grammatical design, expressiveness. However, all this preparatory work remains incomplete, i.e. it does not go back to the exercises in speech activity necessary for the full development of speech, does not find adequate reinforcement by them. For this reason, they are likely to be forgotten after some time. Opportunities for the development of speech, which are presented in textbooks on the native language for grades I – IV, with karakalpak schools of instruction, can also be clearly visualized by means of the following summary table:

Classes	Total number of exercises in the textbook	Number		Total number of reproductive and productive exercises
		Reproductive exercises	Productive exercises	
1 st	233	21	16	37
2 nd	209	15	34	49
3 rd	355	13	42	55
4 th	421	1	42	43
Total	1218	50 – 4,1%	134 – 11%	184 – 15,1%

As can be seen from the table, the total number of reproductive and productive exercises in textbooks for grades I – IV of schools with the Karakalpak language of instruction is only 15.1% of all exercises, including receptive ones.

Apparently, the authors consider the receptive exercises to be sufficient for the development of the speech of primary school students. Such a view can be affirmed even after the teachers meet the following definition of S.V. Yurtaev: “Through the perception of the language, it is learned. And by what his means are used in communication, the qualities of a cultured person are manifested: correctness, expressiveness, accuracy of speech, politeness. In addition, the language is a means of creating works of art, the transfer of the riches of the spiritual world, the individual representation of his paintings. In such a function, the language allows not only to be a consumer of the created civilization, but also its creator”. To be a creator, it is known that it is necessary to have a speech developed in all respects.

It seems to us that increasing the total number of reproductive and productive exercises is not enough to achieve the goal of developing speech. It is necessary to develop a system of types of work and exercises conducted from one lesson to another, precisely with the goal of developing speech, forming phonetic, intonational, lexical, grammatical, stylistic speaking and writing skills of students based on the expansion of the general outlook, the general culture of the individual. However, this is not enough to achieve the final result in the lessons of the mother tongue in primary school. It is necessary to clarify, to bring into the system specific educational materials that develop the speech of schoolchildren. This is, first of all, active and passive lexical reserve, which should be introduced on the basis of the principles of systematic, sufficiency, etc.; secondly, syntactic structures that make speech rich and multi-structural; knowledge, skills and abilities that form the correct, expressive, coherent speech, culture of speech in general.

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