

LINGUODIDACTIC FEATURES OF PRIMARY SCHOOL STUDENT'S FORMATION OF CONNECTED SPEECH

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ABSTRACT

Linguodidactic features of the formation of connected speech of primary school students, as well as ways to develop connected speech by teaching students to write essays are analyzed.

Keywords: Elementary education, narration, essay, dictation, speech, mind, knowledge, development, technology.

INTRODUCTION

The exchange of ideas is a legitimate necessity and takes place through language. Organizing a language means not only knowing its grammatical structure, understanding concepts, tariffs and rules, but also acquiring the skills of accurate and fluent expression of ideas in oral and written forms, using the rich potential of the native language. In addition to teaching the child the language, the science of the mother tongue also teaches the norms of using the multifaceted possibilities of language in speech.

The development of students' oral and written speech is always a topical issue in the language education of primary school. Because it is impossible to become a master of high culture without mastering the native language. The development of a system of scientifically and methodologically based practical exercises for the development of speech culture of schoolchildren is a requirement of today. It is necessary to take into account the possibilities of different academic disciplines in the development of students' speech. It is known that students mainly use oral speech to express their knowledge in the educational process, most of them are limited to the repetition of textbooks, and the creative approach is almost imperceptible. In the primary grades, writing essays and creative dictation has become a tradition as a creative work. By creative work we mean the activity of the student in oral and written expression of ideas in the lessons of the native language.

However, the development of creative thinking skills through the teaching of essays and writing essays from primary school is of great importance in the development of students' speech, vocabulary and knowledge of the syntactic structure of the native language. There is a strong opinion both in the methodology of the native language and in the curriculum. Creative essays and essays are widely used in both elementary and upper grades. However, students often have difficulty expressing what they have read. Many students' speech is not only meaningless, but also poor, fragmented and incomprehensible. In fact, adjusting the content of the text, teaching creative thinking should be not only a means of testing students' knowledge, but also a means of enriching their speech; to achieve this requires systematic teaching of students to work on the text in native language classes.

MATERIALS AND METHODS

A special place in the methodology of speech development is given to the study of the influence of vocabulary and syntactic structure of the text on the language of students. Only on this basis

can be solved scientific and methodological issues related to the selection of the text and its structure, implementation of goals and objectives, retelling the content of the text.

In order to tell a story in the learning process, it is necessary to be able to analyze it semantically, to remember and to have a certain level of speech development.

Depending on how the student rearranges the text, it is possible to assess the level of development of comprehension, memory and speech. Therefore, in research in pedagogy and psychology, great emphasis is placed on teaching work on the text and storytelling in the study of processes such as comprehension, comprehension, imagination, attention and memory.

Comprehension of the text is the product of a complex analytical-synthetic process, as a result of which a person understands the objective reality reflected in the text, organizes aspects already known by people and defined by language. In this case, the connections between previously accumulated knowledge and experience, concepts and imaginations play an important role. The implementation of semantic analysis in the reading process involves little of the main idea of the text. Accordingly, the success of comprehension of the text inevitably leads to the conclusion that it depends not only on its external aspects, the comprehensibility of its structure and content, but also on the degree of knowledge of analytical methods. Research on the problem has shown that students in grades 3-4 face many difficulties both in working on a ready-made plan and in developing an independent plan, due to the fact that the skills of creative thinking through the work on the text are not sufficiently formed.

In the process of reading the text, its components become available in the form of an abbreviated internal speech. During the reset, his transition to an external speech plan takes place.

There are three ways to retell a text: without thinking, aloud, and in writing. The retelling of an idea without making a sound is done schematically, in parts. When reciting aloud or in writing, the ideas become clear. Also, in oral storytelling, the speech apparatus moves more intensely. What is clear is that reciting aloud or in writing is one of the more effective ways of memorizing a text than reciting or re-reading it without making a sound. The retelling itself activates the process of reading and comprehending the text. In addition, during retelling, the reader controls himself, pays attention to the essence of the text, analyzes, and thus perceives and remembers what he reads.

The level of narration of the text depends on many factors, in particular, the soda-complexity of the text content, the unfamiliarity. Students make more changes when narrating a text for the first time - in this case, they often add what they know from their own experience to the retranslated text. The narration of the text improves as a result of repeated flow. If for the first time there is a brevity and compositional scattering, in subsequent attempts the compositional integrity and harmony is noticeable. The most perfect text in terms of narrative style and content is to state the text in writing. The fact is that new tariffs are added when describing the text after each reading. Students who have a better understanding of what they are reading are freer to choose the words they need.

One of the shortcomings of primary school students, - writes the researcher SH. Sariev, - verbal description of the text. It is difficult to know whether the author has grasped the subject in a verbal sentence. Because at this age children have the ability to memorize without understanding. A good pedagogue should be able to break down difficult topics into parts, to

speak concisely, to work on a dictionary, to find a suitable title for the parts together with the class and to repeat them according to the plan, the work Learning the character of the protagonists through questions and tasks will help children to develop a culture of speech, strengthen memory, expand the world of thinking and increase vocabulary.

It is important to remember that the older they are, the more generalized their retelling of the text will be.

The narration of a text depends on how it is perceived visually or by listening. During our pedagogical activity, it has been observed many times that 2nd, 3rd and 4th grade students learn and re-adjust the text they have read or listened to. Experiments have shown that it is wrong to think that primary school students develop mainly visual memory. In fact, visual and auditory memory develops through joint and interaction to remember verbal material. The fact that each student has an individual approach does not negate the general conclusion. From our point of view, this situation requires special scrutiny in relation to high school students. Because it is natural that in their educational practice, visual perception of oral materials has an advantage. One thing is clear: reading skills affect the development of memory, and this is reflected in the rearrangement of the text.

But developing visual memory in the reading process; instructions on resetting (orally or in writing); ability to analyze semantics in the reading process; many of the problems associated with re-reading and re-adjusting the text are overlooked by educators and psychologists. Our observations of text work in primary school have shown that some students interpret the suggested text orally and in writing differently.

In many cases, an oral retelling is more complete than a written one, as students feel more at ease in the process of verbal adjustment. This freedom does not limit the writing process. It is important that Methodists know and take into account the difficulties that students face in retelling the text and ways to overcome them.

Shortcomings in primary education are related to shortcomings in the preparation for retelling. In many cases, the content and language of the narrative text are not analyzed at all. Students' attention is focused only on words that are difficult to write, spelling (sometimes punctuation) analysis. When working on errors, only spelling and punctuation errors are understood.

Usually teachers do not pay attention to the content and form of the statement when checking written assignments. In text analysis, students are asked questions that are not well thought out and focused on small details.

Thus, the teacher can, for example, ask the following questions about the analysis of the text of the Mother Crow in the Mother Tongue textbook in Grade 1:

What happened to the baby crow? (Answer. The crow's baby is dead?)

What happened to the mother crow? (Answer: The mother crow also died?)

Who killed them? (Answer: They were killed by children)

Are children's work right? (Answer. Incorrect.) And so on.

In these questions, while the main content, idea, and cause-and-effect relationship of the events have not yet been determined, the readers' attention is drawn to the details of the story. In this case, making a plan becomes a goal, not a means to better understand the content of the text.

Another important shortcoming of the analytical work on the studied text is the gap in the analysis of the content and form of the text. In this case, for example, in preparation for the statement, the following sequence is followed:

1. Conversation on oral and written statements.
2. Read the text.
3. Analyze the content of the text on the questions.
4. Create a statement plan with students.
5. Work on the dictionary.
6. Write unfamiliar words, explain their meaning and spelling.

According to this plan, first the content of the text is analyzed, then the students make a plan and only then work on the dictionary. The meaning of unfamiliar words is determined. Because it is impossible to understand the meaning of unfamiliar words without defining their meaning and paying attention to the form of expression of the meaning. Otherwise, working on the dictionary loses its relevance.

It is no secret that the statement methodology does not provide any guidelines for ensuring continuity and continuity, and that gaps in the narrative system lead to serious shortcomings in the teaching of the mother tongue in primary school.

Statement [clarity, clarity, description, expression] A work written on the basis of a text read or narrated; written work (one of the written forms of assessment of students' knowledge). Students wrote a statement. Check the statement. Collection of statements. Answering questions about the text, making a plan and oral re-narration on the basis of the plan prepares students to write an essay by re-narrating the content of the read text after a certain preparation. Lack of continuity and continuity in preparing students for essays weakens their interest in writing essays, has a negative impact on creative activity. Especially in the course of the lesson, the emphasis is on shortening and selective storytelling. In grades 3-4, the analysis of the text chosen for the narrative is insufficient. This has a negative effect on the ability to draw sufficient educational conclusions from life events, to master the necessary units of speech in communication. The analysis of narrative texts intended for short retelling and writing is also limited, which also hinders the application of effective methodological methods in the analysis process. It undermines the artistic-aesthetic value of the artistic text. In a narrative-based narrative, they forget important parts of the text.

Therefore, preparation for essay writing in primary school mother tongue lessons is carried out in two stages: 1) in the process of learning grammar before the essay writing lesson, and 2) in the course of the lesson dedicated to working on the essay.

In the first stage, work is done to prepare students to memorize the text, as well as to use certain language tools. At the same time, the task is to prevent possible errors in the statement of students.

During the preparation, the theoretical concepts of writing words from the work intended for the narrative are reminded. To do this, they choose words and phrases that are unfamiliar and that students need to know.

Based on our observations of writing essays and preparing students for retelling in the primary grades, we conclude that the lack of semantic analysis skills, in particular the lack of understanding of the main content and interrelationships in the text, negatively affects the

whole learning process of students, in particular, oral retelling and independent work on textbooks.

During our pedagogical activity, we have witnessed a number of shortcomings and mistakes in the process of retelling due to the peculiarities of the narrative text. In order to determine their cause, we sought answers to the following questions:

1. When narrating a text, students repeat some events (something), drop something. They change some data. What is the reason for this?
2. Even if no special work is done on the language of the text, for some reason the author's words are preserved in the text, and in some cases students change them in the text with a few words. How does the syntactic structure of the text being read affect students' speech?
3. Do students repeat the phrases and syntactic structure of the story or use other language tools they are familiar with in their speech? If not all, but certain words and phrases are repeated, then what words and phrases are repeated?
4. How does the way the text is rearranged (in terms of the use of certain words and phrases by students) change under the influence of learning?

Clarification of all these issues will allow students to prepare for the essay based on the characteristics of the text and the requirements of the students to re-adjust it. But so far these issues have not been clearly explored. For this reason, many methodological guidelines have no scientific basis. The question is: how should students react to the repetition and substitution of author's words and phrases? What are the requirements for students to describe the text orally and in writing in terms of storage and replacement of the means of expression used by the author?

Thus, knowing what students will retain in narrating the text in terms of content and form, and vice versa, addressing a number of issues in organizing work on the narrative text, especially for native students in oral language lessons, is unfamiliar to them. The principles of text selection can be defined.

CONCLUSION

In this regard, we consider it necessary to clarify the following issues:

- 1) what makes it difficult to convey the content of the narrated text to the students, in particular, what they repeat and, as a rule, omit when narrating the text;
- 2) how to develop relevant skills in students;
- 3) how text language affects children's retelling.

The choice of the type of oral narration can be explained as follows: narration of the text is a more common form of re-tuning the text read in educational practice and in life than in the written narrative. Therefore, it is a requirement of the time to pay serious attention to the development of students' oral speech. In particular, it is necessary today to create a unified system of retelling the text in education, to develop uniform requirements for teachers to re-adjust the teaching materials of students. This requires research on the methodology of speech development.

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