

METHODOICAL METHODS FOR DEVELOPING STUDENTS' SPEECH IN MOTHER TONGUE AND LITERACY CLASSES

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Abstract:

This article discusses the development of oral speech among primary school students. It emphasizes that speech is not only about correct grammatical usage of language but also about developing skills to express thoughts clearly, logically, and aesthetically. The article explores methods to expand vocabulary, improve logical thinking skills, and enhance communicative competence through modern textbooks and assignments. Additionally, it highlights the importance of extracurricular activities, didactic games, and dramatized tasks in fostering creativity.

Keywords: Speech culture, primary education, linguistic principle, vocabulary, logical thinking, textbooks, modern trends.

Introduction

Today, the education system prioritizes approaches that not only enhance students' knowledge but also contribute to their personal development. The National Curriculum emphasizes the need to develop the four core language skills: reading comprehension, listening comprehension, oral communication, and written expression. Speech plays a vital role in enabling children to engage in communication, express their thoughts fluently and accurately, and adhere to ethical and aesthetic norms. Developing speech culture in primary school students is an integral part of the educational process, which can be effectively organized in mother tongue classes. By fostering proper pronunciation, building vocabulary, and cultivating the ability to express ideas logically and beautifully, students are better prepared for success in subsequent educational stages. Modern educational research increasingly focuses on the effective use of new terminologies. Specifically, the importance of modern trends in shaping students' speech is being extensively studied by scholars.

Speech is a crucial tool for enhancing students' cognitive abilities. Various scholars have defined the concept of speech development in students. Renowned linguist A. Nurmonov states that forming communicative competence in students relies on two principles: linguistic and psychological. These principles ensure that every student fully masters the different levels of language knowledge and effectively uses them in their interactions with others.



Researcher M. B. Zaripova, in her article “Methodological Recommendations for Developing Speech Activity in Primary School Students,” highlights that the development of speech in grades 1-4 is intrinsically linked to the environment and the relationships within it. She emphasizes that the methodological development and implementation of these practices depend on the teacher’s skills. This underscores the pivotal role of educators in shaping and enhancing students’ speech literacy, which requires teachers themselves to possess strong speech techniques.

Speech culture refers to the grammatical accuracy, vocabulary richness, and pronunciation norms in communication. Developing this culture in primary school students involves cultivating skills for clear, precise, and logical expression. The main components of this process include:

Correct pronunciation: Ensuring each word is articulated clearly and according to norms.

Vocabulary enrichment: Expanding students' active vocabulary and introducing less common or new words.

Logical thinking: Developing the skill to express ideas in a structured, coherent, and meaningful way.

The book “Methodology of Literacy Teaching” by Q. Abdullayeva and others recommends considering speech as both a means of expressing thoughts and a tool for shaping them. It asserts that cognitive development is essential for successful speech improvement, emphasizing the importance of material preparation, refinement, selection, and organization to encourage logical thinking.

Extracurricular reading sessions can also aid in developing speech culture by fostering skills such as storytelling, expressive reading, memorizing poems, and engaging with books. Students' independent dramatization of fairy tales, fables, and stories in these settings enhances speech development, creativity, and oratory skills.

Tasks included in primary school textbooks for the subject “Mother Tongue and Literacy” can significantly aid speech development. For example, creating short stories on topics like nature, friendship, or the homeland, expressive reading, utilizing poems or proverbs, and forming stories based on images are all designed to cultivate creative thinking and speech abilities. Modern visual tasks further increase students' interest in assignments. In the current educational environment, the exercises provided in the fourth-grade “Mother Tongue and Literacy” textbook serve as a foundation for speech culture development, contributing to a new stage in education.

Conclusion

Developing speech culture in primary school students is a vital component of the educational process. Speech culture not only enables students to express their thoughts clearly and accurately but also teaches effective communication with others. Employing innovative



approaches and methodologies ensures high-quality outcomes. The teacher's expertise, use of diverse didactic games and assignments, and organization of extracurricular activities expand students' vocabulary and foster correct pronunciation and logical thinking. As a result, these effective methods and approaches enhance not only students' academic performance but also their social and communicative skills, paving the way for future educational success.

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