

## Methodology of Increasing Students 'Karakalpak Speech Through Story Exercises

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### ANNOTATION

*Education in Karakalpak speaking in primary schools in other languages depends on the language of the class, for example, in Uzbek, Kazakh, Turkmen and Kyrgyz language schools, which belong to the Turkic language family, these methods are faster. effective. However, in primary schools where Tajik, Russian, or English is the primary language of instruction, it is difficult to develop Karakalpak speech in children.*

**KEYWORDS:** *education system, student, modern education, speech development.*

Granting the status of the state language to the Uzbek language is a matter of state affairs in our country, teaching, education, advocacy in this language created a huge opportunity for. Attitudes towards language have changed radically, and all its potential is being explored on a large scale. However, it is unfortunate that the culture of speech, which is one of the factors determining the level of fulfillment of the social function of language, is underdeveloped. Therefore, one of the most important issues is to study the field of speech culture in depth. This is because overcoming the shortcomings and deficiencies in our speech and developing the culture of speech better than ever is a political and social issue of national importance. It is desirable that not only linguists, but also all representatives of the industry living in our country pay attention to this issue. Because the culture of speech is an integral part of human culture and determines the high level of civilization of people.

Education in other language schools depends on the language school of the Karakalpak class in primary school, for example, in Uzbek, Kazakh, Turkmen and Kyrgyz language schools belonging to the Turkic language family . However, in primary schools where Tajik, Russian, or English is the primary language of instruction, it is difficult to develop Karakalpak speech in children.

The process also depends in part on which language the elementary school student learned in preschool before they came to school, and their speaking activities are rooted in the same principles during school.

In preschool education, children are taught in 5 methods. It is no exaggeration to say that the most important of these is "Speech Development". Because speech development not only increases a child's vocabulary, but also develops his communication skills, which is an important tool in the development of cognitive processes, including the child's thinking.

It is important to identify the factors that stimulate or impede the development of speech in children and to take a pedagogical approach to this process with a clear goal in mind. Of course, the views of Eastern scholars on child rearing in this regard should be theoretically and scientifically programmed. Abu Nasr al-Farabi, the great sage of our ancestors, in his works such as *The City of Virtuous People*, *The Way to Happiness*, and *The Booklet on the Meanings of Wisdom*, emphasizes this point: has The first are innate, hereditary, natural traits, and the second are traits that are shaped by experience, practice, and circumstances. ” He also emphasizes the need to take into account the

interrelated qualities of child rearing. From Farabi's point of view, it is clear that the influence of internal and external factors on the development of a child's speech is strong and develops on the basis of conditions, practices, experiences.

Speech development includes both the history and theory of primary education pedagogy and the methodology of teaching behavioral culture. An elementary school teacher must first understand the tasks of general aesthetic education of his students. These tasks should not be limited to teaching good manners. The most important thing is to teach the child the culture of speech and to arouse interest in each of the lessons, to create the need for speech activity through words, as well as to build their knowledge, skills and abilities.

There are two types of speech - oral and written. These are mutually exclusive although connected, each has its own characteristics. In oral speech sounds, if words are pronounced through speech, are received by the auditory organs.

Therefore, in developing students' oral speech, we must first identify the causes of their speech impediments and find ways to overcome them. A student who does not know how to speak fluently, write correctly, and express himself / herself fluently and clearly will not be able to master the knowledge successfully. Everyone's speech is beautiful, perfect, their pronunciation is clear, fluent, their range of thinking is wide, and their comprehension is deep. Through speech, human beings also express their inner feelings, and speech is not developed or formed in the same way in all people.

The use of fun and lively objects, techniques, and a variety of games and game-type exercises in effective literacy classes and in the acquisition of skills is effective. Textbook stories, fairy tales, poems, and unfamiliar words in proverbs are read or explained aloud. Thus, in every lesson, no matter what the subject is, our first task is to ensure that students read consciously, fluently, correctly and expressively, and to strive to improve their speech. . It is well-known that speech is related to thinking, so it is cultivated in connection with thinking. Logical techniques such as analysis, synthesis, comparison, and generalization are used in order for students to consciously understand the work read, understand its main content and ideas. Different methods are used to analyze the work read.

The children tell the main characters in the story, and under the guidance of the teacher make a schematic plan of the work (knot, culmination, solution). One of the tools to enhance students' speech in elementary school reading lessons is well-organized retelling. The school experience includes full, abbreviated, selective, and creative retelling. It is much easier for primary school students to retell a text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in retelling should focus students on thinking about the details of the story, the causes and effects of the connection between individual events. The people involved in the development of the plot of the work, their behavior play a key role.

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