

## The development of the Speech of Primary School Students in the process of studying a work of Art in Primary School

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### ABSTRACT

*The article reflects the solution of issues in the development of speech of primary school students and the most effective actions in the development of speech of students, in the process of studying a work of art in primary school.*

**Key words:** *speech, process, language, junior schoolchildren, speech improvement, speech development, classroom, extracurricular and independent reading, vocabulary activation.*

### I. Introduction

“Speech is a process of using a language, which is developed by the efforts of many people, serves society and is a public domain, society is primarily interested in ensuring that the wealth and historically established norms of the native language are strictly preserved, the correctness of speech is controlled by the editors of literary publications, theaters, radio, movies, etc. but speech should not only be correct, but also perfect in content and form, while the possibilities of improving speech in a qualitative respect are almost limitless .... Every student, regardless of the possible profession in the future, must develop a taste for language and exactingness for speech. ” Russian linguist and psychologist Nikolai Ivanovich Zhinkin, as never before, reveal the very essence of real scientific work.

The possibilities for improving a child's speech are endless. At school, this is facilitated by all academic subjects, all extracurricular work, but especially the lessons of the Russian language and literature, since the word, speech in these lessons becomes the direct objects of study.

To develop students' speech means to strive to make it more free and coherent, more accurate and logical, more expressive and imaginative. And if the formation of a logically correct and accurate speech of a student is an object of concern for all teachers in the school, then the expressiveness, coherence, imagery and emotionality of speech are acquired to a greater extent thanks to literature lessons.

### II. Main Part

The compilers of modern textbooks for grades I-IV (V.M. Kozhukhovskaya, R.Kh. Farhadi, R.F. Isangulova, V.M. Nesgovorov) keep the traditions of the elementary school; A.S. Pushkin, M. Zoshchenko, Y. Koval, G. Gulyam, S. Marshak, R. Farhadi, V. Bianki, Zulfiya, K. Mukhammadi firmly entered the reading circle of younger students. The texts of the above authors, like a tuning fork, give the mood for developing children's speech.

Classroom reading develops into independent, extracurricular, the organization system of which in the primary grades is worked out very flexibly and subtly. According to surveys, a modern fourth-grade student reads about 30 books, and his range of interests includes books about nature, fairy tales,

adventures, fantastic stories, and younger students readily read poetry.

In other words, primary grades create a good speech environment for students, from the first steps of teaching children at school, they give them guidance in the development of their own speech.

A characteristic feature of reading lessons in elementary grades is a huge attention to vocabulary work: the text is considered not read consciously if the children did not understand some words, turns of speech. In each lesson, special work is carried out on 5-10 words of the text, in order to find out their exact meanings, their compatibility with other words, their stylistic coloring, shades of meaning, their figurative meanings, their expressiveness, and their role in artistic speech. In the primary grades, a problem is posed and solved - not a single word that children do not understand.

Much attention in the primary grades is also paid to the activation of the vocabulary of students, i.e. the inclusion of learned words in the speech practice of the children themselves through the preparation of sentences, retellings, oral and written compositions.

Currently, in the methodology of primary education, there is an active search for such methods of work that provide high cognitive activity and independence of the children themselves in understanding and mastering new words. These techniques include detecting words in the text that need explanations, writing them down (ie, maintaining "explanatory" dictionaries by the students themselves), finding out the meaning of words based on their education (fellow villagers are people living in the same village), based on onomatopoeia - the murmur of a brook, the rustle of leaves underfoot, etc.)

These methods of work are continued in the fourth grade already in a new, theoretical basis based on information on word formation, as well as in connection with the acquaintance of students with polysemy, figurative meaning of the word, foreign language vocabulary, taking into account historical alternations. This is continuity.

By the fourth grade, the teacher knows what the children are taught, because they already know a lot, can, but their knowledge and skills are of a propaedeutic nature and are not always easily discovered. In the primary grades, children still do not receive theoretical information about the polysemy of words, about synonyms, about antonyms, paronyms, homonyms, phraseology. However, practical work on all these lexical units is being carried out. Analyzing the text they read, children find and explain words that are close or opposite in meaning, find out the shades of their meanings, expressive coloring, etc.

An important place in vocabulary work in reading lessons in primary grades belongs to the analysis of the figurative means of the language of fiction, mainly tropes. In each text (story, poem) children highlight from 1-2 to 5-7 "figurative words" (this name is given in the program). Their figurative, "figurative" meaning in the literary text is explained. The terms are not introduced, however, children practically work on epithets, metaphors, metonymy, synecdoches, periphrases, impersonations, comparisons (this term is usually communicated to children), hyperboles, antitheses. Children pay attention to some features of the style of folk tales, fables, proverbs.

Although in the elementary grades no information on functional stylistics has yet been given, but the simplest cases of stylistic characteristics of individual words available to children are being made: in particular, the shade of obsolescence of the words grad, army, historical, meaning of the word gorodovoy, combinations of columnar noblewoman, rude, abusive the character of the henbane overeat ("The Tale of the Fisherman and the Fish") etc.

Thus, in grades I-IV, the foundations of a number of the most important lexical concepts are practically formed, which should be continued in middle and senior grades.

A fictional text in primary grades also serves as the basis for exercises in the development of coherent speech. The main types of speech exercises in elementary school are conversation on what was read, retelling of three types - close to the text of the sample, concise and creative, written presentation of the read, essays based on what was read or by analogy with what was read - oral or written.

Independent ideological and artistic analysis in the form of a coherent, detailed text, as well as detailed characteristics of the characters in grades I-IV are not yet practiced. Thus, the work on the

development of students' speech relies to a great extent on the literary text - as a model of language.

The conversation prepares the younger students for retelling, since during the conversation, the teacher draws the children's attention to the main thing - to the composition and logic of the text, to linguistic means, to ideological content. Reproducing what they read, children activate (i.e. use in their own utterance, in their own speech activity) and the vocabulary and syntactic constructions encountered in the text adhere to a certain sequence of presentation, convey and emphasize the main idea.

A close to the text (detailed) retelling, especially useful and necessary for solving the indicated tasks, in the second, third and especially fourth grade, is supplemented with a concise (short) retelling, the tasks of which are already different: the ability to weed out secondary; eliminate details, keeping only the main thing, the main plot, the logical sequence of the text. The independence of constructing a phrase, the selection of words in a concise retelling is much higher than in a detailed one.

In the elementary grades, selective retelling is also used quite widely - retelling not in order, not in a row, but in parts: by questions, by illustration, by individual points of the drawn up plan, a selection of everything that relates to the actions of one of the characters (a kind of preparation for characterization). The so-called creative methods of reproducing the text are especially valuable: various types of dramatization, staging, oral drawing, illustration, imaginary film adaptation (students in their imaginations seem to watch a movie based on a particular work and tell which scenes they are "See" on the screen), retelling with creative additions, with the continuation of the plot or with the development of the fate of favorite characters, with the restructuring of the plot - retelling from the person of the characters. From rehearsals of fairy tales, in the first grade, children move on to creative additions when retelling, reflecting the attitude of schoolchildren to their favorite literary characters. Creative retelling is a transition from presentation, from retelling to an independent composition. Oral retelling in primary grades is carried out at each reading lesson.

Written presentations are carried out in primary grades, usually according to specially selected texts from collections of manuals for teachers, where the texts are not only selected in accordance with the age capabilities of students, with their interests and educational tasks, but are also provided with a methodological apparatus (methodological recommendations, interpretation of words, sometimes a rough plan, etc.) In elementary school, the main lines of retelling and presentation are laid. Children, according to the III grade curriculum, move on to collectively drawing up a plan for a read work for retelling or written presentation, and in grade IV - to independently drawing up a plan. According to tradition, in the primary grades, essays are conducted according to observations, based on the life experience of students, according to paintings (according to a series of paintings or one painting), by analogy with the stories read, according to a given beginning or according to a given end, based on stories read, poems, reviews about the book read (writing reviews is taught in grade IV, in connection with extracurricular reading). Continuity in work on essays consists in continuing the main lines of teaching essays, which are associated with basic skills.

### III. Conclusion

It is known that in teaching essay according to the modern methodology certain skills are formed: the ability to understand a topic; comprehend its boundaries; the ability to open a topic; the ability to collect material for an essay, select it and organize it; the ability to build an essay in a certain sequence, draw up a plan and write according to the plan; the ability to choose words, build sentences, correctly express your thoughts; the ability to improve what is written.

In the primary grades, genre differentiation begins to be introduced in presentation and composition: the main genre is narration, elements of description are introduced in grades III-IV. Oral retelling of a descriptive text is practiced from grade I, in grades II, III and IV according to methodological recommendations, not only presentations, but even compositions of a descriptive nature, both artistic and "business" style. Reasoning as a school genre is not yet envisaged in elementary

grades, but its elements such as causal justifications, consequences, conclusions from what has been said are systematically introduced into the coherent speech of students through retelling, presentation and composition.

The formation of all these knowledge, skills and abilities has already begun in the primary grades and should be continued, and not started anew in the middle and high grades.

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