

An integrative approach in speech development by working on material in reading lessons

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Abstract: In the field of education in each state, speech development in children is recognized as a key component of the system. In Uzbekistan, too, the initial stages of continuing education - the development of speech in children during preschool and primary education - have been identified as an important direction of the pedagogical process. The formation of a global information and innovative educational environment, the growing social need for the development of human capital requires the comprehensive development of the younger generation, intellectual development, including the use of speech opportunities.

Keywords: integration, speech, thinking, text, vocabulary, speech development, personality, lesson.

To increase a person's speech, pre-school and primary education stages Given the initial stage, ng , "the improvement of primary education fully integrate the content, the content and educational elements to ensure the balance of the bee," [1] how important significance.

"Speech", "speech development", " text work", " speech development through text work", " speech development through text work in primary school reading lessons" are important basic concepts of t research problem. They have enough understanding of the nature of the conduct of the study, to find a reasonable solution to the problem.

Theoretical analysis has shown that the concept of "speech" is interpreted differently in the existing linguistic, pedagogical, psychological and methodological literature. In particular, in the "Pedagogical encyclopedic dictionary" speech is "a form of communication of people through language, which is a means of expression, as well as the main mechanism of thinking " [2], in the " National Encyclopedia of Uzbekistan " speech is its oral (voice)) and the processes in which they are expressed in writing, that is, the process of speaking and its outcome (n speech ideas, works stored in memory or recorded in writing) "[3].

The following features appear in the speech:

1) focuses on the realization of the need to express an idea, represents the completed topic, is formed on the basis of logical and grammatical rules, is divided into independent, complete, interconnected meaningful parts (it is called connected speech) [4];

2) expressed orally and in writing;

3) the development of oral and written speech takes place in a single process;

4) however, there are significant differences between oral and written speech (which will be discussed in more detail in the next chapter of the case);

5) speech is divided into types such as dialogic and monologue according to the number of participants in the conversation;

6) dialogue is one of the most common types of oral communication, a natural form of verbal communication, which takes place between two or more persons ;

7) oral speech, by its nature, occurs in the form of a bridge white conversation;

8) The choice of language means to express content in relation to monologue dialogue, which is one of the most important forms of speech, is somewhat more traditional than the structure of speech.

Speech development is a pedagogical process that expresses the development of fluency in a person through the effective use of the language's artistic expression through the mastery of the rules of oral and written literary language: correct pronunciation, stress, grammar, correct use of words . By its very nature, speech development is based on the principles of oral and written literary language by the individual, including the student : correct pronunciation, accent, grammar, practical mastery of the rules of correct use of words, effective use of artistic means of expression, methods, techniques, tools to ensure fluency pedagogical support, directing, taking appropriate action where necessary, and guiding the process.

By its very nature, the concept of "speech development" is often used as an alternative to the concept of "speech development" ("substitute", "responsive") . In particular, the Russian language studies, language, literature, preschool children and primary school students the experience of thought, speech (internal) The word on the foreign-speech conversion referred to as the basic concept of "speech". At the same time, it is worthwhile to highlight the essence of the concept of "internal speech": internal speech is an intellectual speech that is not expressed and written in the language, it represents a person's self- address [5].

The requirements of the development of didactic speech, he spoke about the methodological approaches to the term "development" coverage of the situation to understand exactly how the regular practice the right direction for age.

In pedagogical processes, in many cases, "speech development" also recognizes the methods and tools used to ensure the transition of a person's speech from one qualitative state to another. In the research work, the concept of "speech development" should be understood taking into account the above-mentioned aspects of speech development. However, at the same time tell a person should ib, speech, students growth (development) is considered a direct process, develop methods and tools, but the process itself is not providing an effective, successful cases .

In fact, the development of educational ideas to reverse all stages of ixining speech drew special attention to the growth of a person. In particular, the highest stages of the art of public speaking - the development of speech of the younger generation in ancient Rome and Greece, in which speech, the influence of social power through the power of speech, and even the development of the ability to manage social groups using effective, highly emotionally-articulated speech. to be part of.

Speech development "is carried out on the basis of membership in the primary education system, gives a practical direction to the whole reading process and teaches children to read consciously, to read clearly, to read and write. Taking into account the age and level of children, basic knowledge of the native language and literature is given, and on the basis of this their speech is enriched "[6].

Improving the speech of primary school students is an important factor in ensuring the success of the later stages of education. Therefore, special attention is paid to this issue in the programs for primary education on the subjects "State Education Standard", "Reading" and "Mother Tongue", as well as in a number of scientific and methodological literature.

The subject of "reading" is one of the main subjects in primary school . After all, with the help of this subject, students' literacy is achieved, on the basis of recognizing and teaching letters , interest in

books, reading books, knowledge about the environment is enriched. One of the main tasks of the subject is to form the ability to work on the text in primary school students, to ensure its development into skills.

On the basis of these signs, the text can be described as a written statement, which is characterized by a complete content and a certain reaction to the information conveyed to the reader. In our opinion, the ideological and theoretical interpretation of the concept of "text" is not sufficiently covered. At the same time, L. Loseva's opinion on the characters representing the text can be supplemented by: 1) the expression of information in writing; 2) possession of a specific completeness in terms of content; 3) the ability of the student to evoke a certain attitude to reality; 4) ownership of the composition, plot, structural structure, as well as the interdependence and interdependence between the constituent elements; 5) be relevant to a particular field; 6) provide information on a specific topic; 7) possession of a specific method of expression; 8) targeted to a specific subject (e.g., intended for a student or teacher); 9) serve a specific purpose.

It is also not a mistake to understand the text syntactically according to its content and as a set of interconnected sentences using lexical-grammatical means. "Text is a complex syntactic whole and a whole of free speech. Syntactic analysis of a text involves the study of the connections between sentences, the fragmentation of the text into syntactic units larger than the sentence, into complex syntactic integrity" [8]. In the process of speech, sentences are grouped together in terms of subject matter, structure, and tone, and form a separate syntactic unit - a complex syntactic whole. However, not all sentences in the text are part of a complex syntactic integrity, and some are not part of it.

Involving students in working on a text in the primary school is a pedagogical process that demonstrates specific features. As with any pedagogical process, certain psychological, pedagogical, methodological requirements must be taken into account when working on the text in primary school. Only then will primary school students acquire certain knowledge by working with text, acquire fluent and conscious reading skills and abilities, enrich speech, and develop thinking skills. As a result, the requirements of the curriculum are met.

The texts in the textbooks were used as a tool in the formation of speech skills in primary school students. The main purpose of reading lessons in primary school is to prepare students to understand the content of the text, to read consciously and expressively, to comprehend the information given in the text, to react to the reality expressed in the text. Accordingly, the primary school teacher conducts methodological training according to the purpose of the lesson, the content of the material studied, the level of knowledge, skills, abilities of students. In preparing students to read the text of the work, first of all, attention is paid to acquainting them with the theme, language, ideological content and artistic and aesthetic value of the text, to draw appropriate conclusions from the content of the text. Reading activity is also a special aspect of speech.

The extent to which a student is able to express his or her point of view in a meaningful, clear, and accurate manner allows him or her to determine the level of learning activity, skills, and competencies. Questions and assignments on reading comprehension and content should make students think, focus on the use of phrases and artistic means used by the author, and encourage them to use new words and phrases for themselves in speech.

The didactic requirements for the "Reading" lessons in the "State Educational Standards of General Secondary Education" for primary education begin with the focus of students on what to learn

and what to remember .

Teaching students to think creatively, independently, and logically through work on the text, to analyze the text, and to express their attitudes toward it, requires great skill on the part of the teacher.

It is well known that in speech, a person's thoughts are expressed along with his thoughts. Students will also learn this aspect through the study of examples of literary texts in primary school textbooks. The content of the text art work of art, fully functional, formed the basis of the language of visual options, different style of art forms of the author's intention, the listener, or the reader can concentrate aesthetic pleasure to be able to influence, which is very important Rakkaani integrity of the [9]. Therefore, there are ample opportunities for speech development when working on a literary text.

During the research period, the principles that were prioritized in the process of speech development by working on the text in primary school reading lessons were also identified. They are :

1. The principle of taking into account the characteristics of age. This principle means that it is expedient to organize the process of working on the text, to formulate learning tasks, to give students individual assignments based on their age. Taking into account the age characteristics of students: prevents them from mental, physical exhaustion; ensures effective work with text; saves time; allows the learning goal to be achieved.

2. The principle of a practical approach. This principle represents the process of working with text in primary school reading lessons, based on practical exercises, game methods of teaching tasks. Practical actions related to reading and writing (expressive reading, narration, planning, working with a dictionary, independent work on the text) are carried out by students on the basis of systematic, coherent activities.

3. The principle of emotional-aesthetic approach. This principle is of primary classes and texts included in the book "Study" textbook for students wake of emotional experiences, their aesthetic za c serve qlantirishga identified. The awakening of emotional experiences in students, the emergence of aesthetic pleasure nurtures in them emotion, a positive attitude to existence, aesthetic taste.

4. The principle of system and continuity. Ma zkur principle elementary school reading classes to work on the text of educational activities in a systematic and continuous course i. Elementary school reading course for students in small, everyday activity, they are familiar with the topics of text to use a former evolutionary step (evolutionary) development on the basis of their knowledge and know an acquaintance of speech, the new word would allow the enrichment of texts is done.

5. The principle of art and expressiveness. Texts studied in the process of working with text in primary school reading lessons have a valuable value and develop students' interest and motivation to read books. The task of the teacher in the teaching process is to ensure the expressive teaching of the text, which leads the students to the skills of correct emphasis, adherence to half and full pauses, attention to the speed and tone of speech.

6. The principle of interactivity and awareness. In fact the principle of interactive advanced classes , such as primary school to learn to work with the text reading classes aimed at teaching activities organized in small groups, individual student activity k groups within the framework of the activities would really about. According to him, learning tasks are performed in small groups, based on the interaction of students .

7. The principle of demonstration. Psychological point of view of primary school students knowledge of imagery. The use of visual aids in the classroom ensures that their imaginations are clear .

Therefore, the use of visual aids in working with text in primary school reading lessons helps to further enrich the imagination of students, to expand their worldview.

8. The principle of multiplicity. The use of teaching and test assignments in determining the level of growth of students' speech through working with text in primary school reading lessons provides effective results. The multiplicity of learning and test tasks helps to develop students' logical thinking and analytical skills.

9. The principle of interdisciplinary connection. In elementary school, there is a correlation between reading and reading. After all, if students are introduced to the rules of oral and written speech in the lesson "Mother tongue", in the lessons "Reading" in accordance with these rules are organized practical actions on expressive reading, written or oral presentation, work on the dictionary, independent work on the text.

10. The principle of cooperation. This principle means that the cooperation takes place between the teacher-student, the teacher-student group, the student-student group. The teacher provides ongoing methodological assistance to each student in the early stages of working with the text. Then the teacher's methodical help is given in necessary cases. 2-grade pupils and students (small group) between the y continue to be professional and educational assignments done on the basis of mutual cooperation.

In short, the introductory word of the teacher in primary school reading lessons is one of the leading links in the preparation before reading the text, and the effectiveness of spiritual and moral education depends in many respects on its correct organization. Each fully developed, free-thinking individuals develop the education of students speech, gain special importance, taking into account the initial training period of a to teach students to think independently, a bond speech at the required level to carry out systematic work on the increase. In primary school reading lessons, speech development through work on the text should also be organized on the basis of priority principles.

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