



METHODS OF DEVELOPING THE SPEECH OF PRIMARY STUDENTS BASED ON AN INTEGRATIVE APPROACH

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Abstract

This article describes in detail the general features of the integrative approach to speech development in primary school students. Didactic games, oratory, riddles that develop speech.

Keywords: Competence, integration, integrative approach, logical games.

Introduction

We will establish quality education and upbringing for the younger generation in kindergartens, schools, and universities, and we will mobilize all our strength and capabilities so that they grow up physically and spiritually healthy, patriotic individuals [1;p.10]. Every child is born with innate human characteristics. Also, they possess unique skills, abilities, and capabilities. After a human child is born, they have the opportunity to develop as an individual and grow into a mature person. A person's work will only be productive if they can properly and fully utilize these opportunities. Our ancestors have long considered the desire to speak correctly, expressively, and beautifully, and to make them a habit, as an educational and ethical requirement. The main requirements of speech etiquette were to value the word, be able to speak well, think and understand when speaking, speak truthfully, restrain the tongue, keep the secrets of conversation, and not be verbose and talkative. These habits of speech communication live on and are being improved as a unique tradition of our people. Mastering the culture of speech depends, first of all, on such linguistic factors as a thorough mastery of the modern Uzbek language and its existing means of expression, full compliance with the norms of the literary language; secondly, on such socio-psychological factors as adherence to certain norms of morality when speaking, attention to one's own and



others' speech, appropriate speech, listening, conversation, knowledge of the culture of discussion. [2;16-page] Integrated education provides for a new approach to the content of knowledge about the fundamentals of science in schools, and its main goal is to study educational materials as a complex of problems with logically complete content.

Methods and level of study

Such pressing issues as how to teach students integratively, how to use game technologies, how to organize lessons with the effective use of information technology tools, and how to learn a foreign language have defined enormous tasks for primary school teachers. In elementary school native language lessons, it is necessary to develop students' logical thinking, direct their abilities, interests, and creative thinking in the right direction. Initially, the teacher takes two pencils of the same color, but of different lengths, and asks the students to describe them. The teacher, guiding the children's answers with questions, directs their attention precisely to the description of the pencils, that is, proving that one is longer and the other shorter, by comparing the pencils with each other. In primary grades, the study of various new words in close connection with the native language is also envisaged. Education is a planned process for students to acquire skills and abilities, learn them, and reinforce them. The educational process is a situation that occurs with the help of the growth of children's memory and various methods and techniques. Play is an activity that is deeply ingrained in the minds and hearts of students. This activity, depending on the type of game, reflects objective reality to a certain degree in life. Through the continuation and reinforcement of educational activities in the classroom to a certain extent, it has been proven that play is a necessary life necessity for primary school students. Didactic game is responsible for educating, and this method is aimed at achieving specific educational goals, namely defining, reinforcing, and deepening the studied educational material, with each didactic game aiming at a specific task. Such games mainly include techniques that help make speech more fluent and expressive. As an example of a theatrical game, dawn time (the game of entering the hall): In this game, participants enter into each other and give explanations through their states and actions. Each student, along with words, must express themselves using facial expressions, hand gestures, and body language. This game helps improve specific parts of speech. Gift-giving,



in this game, students give random gifts to each other (for example, a book, flowers, ice) and explain this gift in words. Adding unique speech and imagery to each gift helps make speech clear and fluent. Speed Changes: A game that requires quickly pronouncing a word or quickly changing the character's mental state. For example, the game participants are given a text, and they express it with different emotions (happy, angry, frightened). This not only develops speech, but also helps to develop expressive speech.

Research Results

Improving and increasing the effectiveness of native language lessons is one of the important tasks of the science of native language and its teaching methodology. The methodology is based on the age characteristics and abilities of students and determines the volume of knowledge they have acquired in each grade. It also shows the difficulties encountered in this process. The use of teaching methods that do not correspond to the age and abilities of students leads to their overstrain and fatigue, the acquisition of superficial knowledge, as a result of which interest in the subject decreases. Therefore, it is one of the important and necessary measures for primary school teachers and methodologists to improve teaching methods in accordance with school conditions, students' abilities, and national psychological characteristics. Special attention should be paid to the technology of conducting lessons to ensure that students' knowledge is solid and solid.

Analysis and Results

Students must tell and explain how to perform certain exercises in native language lessons. On this basis, connections are established between isolated words, signs, and corresponding modes of action, i.e., connections between new knowledge and its perception, i.e., connections between knowledge and its perception. The teacher pronounces each new word for the students themselves and teaches it to the students with clear instructions and explanations. These instructions and explanations are aimed at preventing possible errors. In this case, the teacher explains and demonstrates all the work methods. For example, when reading riddles, the teacher should express them clearly, simply, and fluently so that students can understand and find the answer.



1) We are seven brothers of the same age, but we have different names. Who are we? (Days of the week).

2) Grandfather of the Year has four names. (Spring, summer, autumn, winter).

3) Many hands, but only one leg. What is it? (Tree)

Such riddles are important because they are aimed at forming logical thinking and intelligence in students, developing their speech.

Clown

Zoo

The monkey jumps and plays.

Mocking someone

He won't stop doing it.

It will be laughable to everyone

According to his deeds,

Mocking others

It will be a spectacle. [3;p.55]

Students memorize and recite the poem given in the 2nd-grade native language textbook and answer the given questions. Memorizing and having children recite poems using this method helps develop children's speech. Our ancestor Alisher Navoi emphasizes: "Man is superior to other creatures through his tongue. His superiority over other people is revealed through his speech. Language, with all its dignity, is the instrument of speech. If speech turns out to be inappropriate, it is the disaster of the tongue." (3; P. 48). Therefore, in the speech of students in native language lessons, it is necessary to teach not only fluent speech, but also polite and sincere speech. In native language lessons, there is a growing need not only to limit oneself to standard assignments, but also to effectively use non-standard assignments. Non-standard tasks enhance students' thinking activity and increase their enthusiasm for completing them. This is an important factor in ensuring activity. The fact that the games conducted in native language lessons are interesting and thematic leads to the active participation of students in the lesson. One of the measures to improve the content of native language lessons and turn it into an important source that activates the educational and cognitive activity of students is the wider use of the possibilities of interdisciplinary and interdisciplinary connections within the subject. Primary school students can respond to the etiquette of communication during conversations and discussions



with peers and adults, and to the opinions of others during conversations or discussions. If tasks that can develop the speech of students of this age, such as quickly reciting poems and poetic riddles, are carried out using an integrated approach using modern methods, then the speech of students will become resonant and clear.

Conclusion:

The development of a student's speech is a complex process, and the factors hindering it depend not only on the content of education or the teacher. It paves the way for the development of the student's speech. Students get bored with monotony. Therefore, it is necessary to constantly use various methods and games to develop their speech.

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