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FORMATION OF READING AND WRITING SKILLS IN THE DEVELOPMENT OF SPEAKING COMPETENCES OF PRIMARY CLASS STUDENTS

Annotation

Teaching students to freely and correctly express their thoughts is very important for society, psychologically and methodologically, and is considered one of the most pressing issues of today. The formation of the speech process is of great importance in the development of a person as a mature person. However, its development continues throughout people's lives at different stages. However, there are a number of proven ways to develop the speech process in students. Speech performs the function of communication and message, emotional expression and influence of mutual opinion. This article describes in detail the formation of reading and writing skills in the development of speech competence of primary school students.

Key words: Speech competence, child psychology, primary school students, pedagogues-experts, etc.

ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ И ПИСЬМА В РАЗВИТИИ РЕЧЕВЫХ КОМПЕТЕНЦИЙ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

Обучение учащихся свободно и правильно выражать свои мысли имеет большое значение для общества, в психологическом и методическом плане и считается одним из самых актуальных вопросов современности. Формирование речевого процесса имеет большое значение в развитии человека как зрелой личности. Однако его развитие продолжается на протяжении всей жизни людей на разных этапах. Однако существует ряд проверенных способов развития речевого процесса у учащихся. Речь выполняет функцию общения и сообщения, эмоционального выражения и влияния взаимного мнения. В данной статье подробно описывается формирование навыков чтения и письма в развитии речевой компетентности учащихся начальных классов.

Ключевые слова: Речевая компетентность, детская психология, учащиеся начальных классов, педагоги-специалисты и др.

BOSHLANG'ICH SINFI O'QUVCHILARINING NUTQIY KOMPETENSIYALARINI RIVOJLANTIRISHDA O'QISH VA YOZISH KO'NIKIMLARINI SHAKLLANTIRISH

Аннотация

O'quvchilarni o'z fikrlarini erkin, to'g'ri ifodalashga o'rgatish jamiyat uchun ham, psixologik va metodik jihatdan ham juda muhim bo'lib, hozirgi kunning dolzarb masalalaridan hisoblanadi. Inson yetuk shaxs bo'lib yetishishda nutq jarayoni shakllanishi muhim ahamiyat kasb etadi. Biroq uni riojlanishi insonlar aro turlicha bosqichlarda umr bo'yi davom etadi. Vaholanki, o'quvchilarda nutq jarayonini rivojlantirishning bir qancha sinovdan o'tgan usullari mavjud. Nutq o'zaro aloqa va xabar funksiyasini, o'zaro fikrni his-hayajon bilan ifodalash va ta'sir etish vazifasini bajaradi. Ushbu maqolada boshlang'ich sinfi o'quvchilarining nutqiy kompetensiyalarini rivojlantirishda o'qish va yozish ko'nikmalarini shakllantirish haqida atroflicha bayon qilinadi.

Kalit so'zlar: Nutqiy kompetensiya, bolalar psixologiyasi, boshlang'ich sinfi o'quvchilari, pedagog-mutaxassislar va h.k.

Introduction. In the concept, the main four types of speech activities acquired in this language by teaching the mother tongue: listening comprehension, speaking, reading and writing actions, development of the standard of competence and skills required in each class. , in which the ability to independently exchange ideas and express ideas in various speech situations that occur during study and work, in family and public places, to perceive the heard material, as well as to obtain information by reading written sources, to read events The dynamics of acquiring communication skills in the way of expressing z attitude is assumed [1]. The type of speech activity is the use of thinking based on language tools (words, phrases, sentences). A well-developed speech serves as one of the important tools of a person's active activity in society. For a student, speech is a tool for successful education at school.

These mainly include the methods of developed countries. Because he showed positive results with his efficiency. Nowadays, more and more children are facing speech disorders. Many parents are interested in this question. We will try to help you! A child's physical, mental and intellectual education begins in early childhood. All skills, including the ability to speak correctly, are acquired in the family.

Literature review. A.N. Leontev describes the process of speech development as follows: "The process of growth and development of speech is a process of quantitative changes expressed in the increase of the child's vocabulary and association of words, but also a process of qualitative change, because it is the development of thinking and consciousness is a real developmental process that includes all the functions, aspects and relations of the word, internally connected with it. K.D. Ushinsky based on the necessity of teaching children in their native language and developed the methodology of the initial teaching of the native language to children [1]. express their

opinions about the legalities. In Russian science, research on the ontogenesis of speech was carried out based on the cultural-historical theory of L.S. Vygotsky and the theory of activity of A.N. Leontev. As a result, a system of views was formed that the emergence and development of children's speech occurs in the process of communication with the people around them. A. A. Leontev, based on the rules of L. S. Vygotsky and A. N. Leontev, developed the concept of the formation of speech activity, which he considers as the main type of activity. According to him, the development of a child's speech is primarily the development of communication methods, and their mastery requires the formation of language skills [2].

The most important stages of speech acquisition correspond to preschool age. At the moment, special attention is being paid to the study of some stages in the development of speech. Scientists have realized that the pre-speech stage plays an important role and are analyzing it in detail. K. D. Ushinsky stated that "...a child can easily and quickly learn so much in two or three years that even if he studies diligently for twenty years, he will not be able to master half of it." It is known that many people have been interested in the place and role of speech and thinking in human life since ancient times [3]. Thinkers such as Farobi, Zamakhshari, Beruni, Ibn Sina, Yusuf Khos Hajib, Kaikovus, Alisher Navoi noted speech as one of the signs of spiritual perfection in their works.

For example, Farobi says about the power of speech: "... the power of speech (speech) is such a power that a person acquires knowledge and skills with the help of it, with the help of which he can distinguish between ugly and beautiful actions in his behavior and it is necessary to perform them. he does things that have not happened, and at the same time he understands what is harmful and what is useful, what is tasty and what is bitter." In the process of formation of speech

skills in elementary grades, great attention is paid to studying fiction. Fiction is a multifaceted phenomenon. Here speech is presented as a means of representation and appears as a subject of representation. A person becomes a "speaker" only in literature [4]. As noted by F.K.Murodov in his "Diagnostics of Social Development of a Child": "The main feature of literature is that here language is not only a means of communication and expression, but also an object of image."

Research methodology. In the National Curriculum of General Secondary Education, "Speech aimed at thinking in the person of the student of the mother tongue, understanding the opinion of others, being able to express one's opinion in oral and written form correctly and fluently in accordance with the conditions of speech development of (communicative) competence; It implies the development of the learner's practical knowledge of language construction (phonetics (orophony), lexicon, word structure, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts). The role of the native language teacher in the development and improvement of the students' requirements for this qualification is incomparable. In this regard, the psychologist scientist E. Ghazyev says: "The role of the native language and literature teacher is very important in developing the correct logical thinking of a teenager [5]. He always teaches students to make correct sentences, to think fluently, to think, to write." So, in the process of developing speaking competences, the native language teacher, based on contextual teaching and modern approaches, teaches students to compose meaningfully and grammatically correct sentences, to think independently, and to express their opinions orally and in writing. teaches how to apply the knowledge gained in practice.

The mother tongue is important not only in mastering all subjects, but also in the interaction of people in the society in general - in the formation of communication. The national language in mother tongue classes is the main four linguistic skills of speech activities that are expected to be acquired by students in each class in the teaching of the mother tongue, i.e. listening comprehension, speaking, reading and writing. the standard of qualifications and skills required is being developed.

Analysis and results. A child's speech is formed by the example of relatives and close people. It is a deep misconception that the sound side of a child's speech develops independently without the special influence and help of adults. In fact, not interfering with the process of forming children's speech almost always means a delay in development. Speech defects rooted in childhood are overcome with great difficulty in later years. It is very important that the child hears correct clear speech from an early age, his example is his own. The presence of clear speech disorders in a child usually affects his entire mental development. In this case, the general direction of the child's mental development will definitely slow down, which will inevitably affect his entire school education and later life. Many problems also often appear as a reaction to a speech error. resulting from secondary depressions. The appearance of such mental stratification is the result of the child's repeated failures during oral communication, as well as the wrong reaction of others to speech errors (mockery, facial expressions) [5]. It is precisely because of the secondary mental layers that sometimes even relatively small speech errors that suffer from these defects are perceived as real misfortunes, especially when they increase with age. Try to make sure that your children, if they suffer from any speech disorder, do not resent you in their future life. Do everything you can to normalize the child's speech - let nothing prevent him from studying, working and living fully.

It is important to practice the element of listening and understanding in students starting from the primary grade. Through this process, the student develops the ability to hold attention for a long time. He remembers the important information of the text he is listening to. As a result, the student learns to consciously control the process of understanding. This is a very complex process, because students' attention is not at the same rate. For this, the teacher must have studied the level of information acceptance of each student from a psychological point of view. With students who are slow to remember information, the teacher should strengthen the text using various methods and implement listening comprehension.

In elementary school, the reading comprehension element begins in the first grade. In reading lessons, reading comprehension skills are developed from simple to complex. Students may read the same text, but they are at different levels of comprehension [6]. If the teacher knows these levels well, he can determine the level of the student with the help of questions and give a direction for better understanding of the text. Because the meaning of the words in the text is understood from the content of the text. In the course of the lesson, the teacher should study the needs and opportunities of each student, take them into account and fill their needs, and consider enriching the opportunities as one of the tasks set before him. mainly, it is the stage of familiarizing the students with the text of the work, the content of the events in it, that is, the stage of understanding.

Conclusions and suggestions. In primary grades, students' oral speech is formed by studying the texts and examples of folk oral creativity given in the textbooks of the mother tongue and reading literacy, and by verbally expressing the content. The oral speech of the student is clearly visible when he talks about the topic. For example, when a student tells a fairy tale orally, he can express his thoughts in his native language correctly and without mistakes, use the available vocabulary wisely, illuminate the content of the fairy tale, speak on the basis of connected speech without deviating from the topic, it is necessary to draw a conclusion [7]. These skills should be improved during the course of the lesson. Therefore, whatever skill is aimed to be formed in the student, exercises should be organized regularly in the lessons.

Completing the tasks presented in the exercises in the elementary school native language textbook expands the student's knowledge and imagination about written speech and serves to sharpen the written speech. Types of educational dictation in elementary grades serve to increase the written literacy of students. eight types, if used in place in the stages of repeating the previous topic and strengthening the new topic of the lesson, develop the ability of the student to express the existing knowledge in writing [8]. For example, the type of free dictation serves to develop students' speech and thinking ability. Free dictation prepares students for narrative writing. Statements and essays serve to develop students' creativity and artistic thinking. In order to form the elements of speech competence in elementary school students, it is necessary to take into account the individual abilities of each student in the lessons.

For speech activity, as well as for the development of the speech of elementary school students, it is necessary to observe several conditions: 1. There must be a requirement for the emergence of a person's speech. The methodical requirement for the development of students' speech is to create a situation where the student has the desire and need to express his opinion, something orally or in writing. 2. Any speech should have content and material.

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