

## THE TECHNIQUE OF INCREASING THE LAYER OF ACTIVE WORDS IN THE SPEECH OF ELEMENTARY SCHOOL STUDENTS

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### Abstract

This article discusses the growth and development of students' speech, its shortcomings, and factors for their elimination.

**Keywords:** Speech, language, psycholinguistics, grammatical system, family, child, didactics.

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Language is a social phenomenon. The mother tongue of every nation living in the territory of the Republic of Uzbekistan is a bright indicator of its national identity and spiritual culture. Language forms the mind in conjunction with thought. The connection between speech and thinking is manifested not only at the deep stages of psychological processes, but also at the level of social phenomena. Everyone knows the influence of words on a person and his behavior. Although language and thinking cannot live without each other, they do not represent the same phenomenon. Thought is the culmination of objective existence, and language is a way of expression, a means of imparting and strengthening ideas to other people. The word and the concept require each other dialogically.[1]

Currently, there are two principles in the interaction between languages in our country: on the one hand, the further development and improvement of national languages, and on the other hand, the importance of the Uzbek language as a state language is increasing.

The independence of the Republic of Uzbekistan and the economic needs made it necessary to learn the Uzbek language, which is the mother tongue of a large number of people in the country, as the state language, which is of great social importance in the conditions of a multi-ethnic society. is enough.

The use of language is the interaction of people in the field of a certain type of social activity. From the point of view of the current era, the following are the most important areas:

- ✓ field of economic activity;
- ✓ sphere of socio-political activity;
- ✓ household sector;
- ✓ the field of organized communication;
- ✓ the field of fiction;
- ✓ the field of mass communication;
- ✓ area of aesthetic influence;
- ✓ the field of folk art;
- ✓ the field of science;
- ✓ the field of all types of work;
- ✓ the field of personal perspective;
- ✓ religious sphere.

From the perspective we are considering, the most relevant are the domestic sphere and the sphere of organized education.

Long-term practice has shown that bilingualism (bilingualism) in the student is formed depending on the place of each language in the student's life, depending on the situations and to what extent he uses bilingualism. The following specific cases of bilingualism formation in primary education can be pointed out:

- from the moment of birth, the student is brought up in a bilingual family in the conditions of dealing from one language to another;
- the student speaks his mother tongue in the family, and learns a foreign language outside of it (with neighbors, relatives and other persons);
- the student acquires a foreign language in specific purpose-oriented activities and outside of them in primary education before school.

According to the psycholinguistic literature, true bilingualism develops only when a person is able to adequately express any idea in at least one language. If the speech is not fully formed in any language, then the structure of thought is distorted and the desire to express one's opinion fails, which leads not only to psychological depression, but also to profound losses in the quality of communication and damage to the human personality. will bring. Such a phenomenon called half-linguistics is very dangerous for society as a whole, because a certain part of its members cannot control their emotions and can't put their feelings, needs, and desires into words. If a person can't say what they want he is not able to compete equally with others, to use the usual forms of communication, and he is forced to resort to some other forms of controlling his voice, sometimes using violence and force. Based on this, it is necessary to properly organize the correction of speech development of an individual from an early age. The first step has a positive effect on the acceptance of the mother tongue and later on the acquisition of any other language. The earlier the language is acquired, the easier and more complete the knowledge will be. Based on this, it is necessary to properly organize the correction of speech development of an individual from an early age. The first step has a positive effect on the acceptance of the mother tongue and later on the acquisition of any other language. The earlier the language is acquired, the easier and more complete the knowledge will be. Based on this, it is necessary to properly organize the correction of speech development of an individual from an early age. The first step has a positive effect on the acceptance of the mother tongue and later on the acquisition of any other language. The earlier the language is acquired, the easier and more complete the knowledge will be.

A student is considered a social being from the moment of birth. His social development at each age stage has its own characteristics, tasks and content, and for the implementation of these, it is necessary to create appropriate conditions for work in the field of pedagogy.

Timely formation of the grammatical system of the student's language is an important condition for its full speech and general psychological development.

Speak up grammar system student subject acquires on the basis of the development of knowledge in integral connection with the mastery of actions. formation of the grammatical system of the student's speech, morphology (changing words according to numbers, agreements), word formation (using special tools to form another word based on one word), syntax (simple and compound construction of sentences) includes work on.[2]

Grammatical development of students should be managed by the pedagogue, first of all, with the student himself (in the form of a dialogue) and with other children.

Formation of grammar system - syntax, morphology, word formation in students has its own special features, and for their development, the pedagogue needs to use various tools. Stimulating language games to master morphology and word formation; and for the development of syntax, it is important to give a broad opinion and create motivation.

It is known that students develop at different levels depending on their abilities, and in turn, the guidance of the pedagogue has a step-by-step nature. In the fifth year of the student's life, the pedagogue should encourage (we are talking about word formation and word creativity); in the sixth year - the simplest analysis of the structure of the sentence, formation of the grammatical correctness of the speech (in word change); in the seventh year - he should pay special attention to the simple analysis of formal-semantic relations between derived words, speech creativity, voluntary construction of complex syntactic structures.

Didactic games and exercises in grammatical content are an important means of stimulating students' language games, their activity in the field of grammar. It is necessary for the teacher to teach students the ability to think of word combinations, and then to correctly connect words with each other in a sentence.

It is recommended to form complex syntactic structures in students' thoughts in the situation of written speech, that is, in a situation where the student speaks the text, and an adult writes it down.

Particular attention should be paid to exercises that help the student learn to use the correct order of words without using one type of structure.

It is important for the student to form simple ideas about the structure of sentences and the correct use of lexis in different types of sentences. For this, it is necessary to teach students different ways of connecting words in a sentence, using some meaningful and grammatical connections between words, and formalizing the sentence in terms of intonation.

Thus, in the process of forming the grammatical system of speech, the ability to perform actions with syntactic units is formed, the conscious choice of language tools is ensured in certain communication conditions and in the process of composing fluent monologic thoughts.

The formation of the grammatical system of the student's language should take place in the general flow of his speech (language) development; The forms and methods of pedagogical leadership show that the general speech development has a gradual nature, first of all, dialogue and monologue, the transition from the meaningful-semantic system to the situational speech (from which dialogue and monologue develop later), students' should take into account the acquisition of dialogic forms of communication with peers as a field of amateur speech.

The development of students' speech is a complex psychological process, which does not consist only in imitating the speech heard by the student. This process is related to the development of students' communication activities and, first of all, the need for communication.

Speech development is necessary not only to familiarize the student with the environment, but also for his general mental development. The goal of developing the student's speech in the family is to ensure that he acquires oral speech in accordance with the standards of the literary language, and engages in active speech. In the formation and development of the child's speech, it is better for parents to set themselves the following tasks:

- ✓ to educate the child's speech etiquette;
- ✓ formation, enrichment, strengthening and activation of vocabulary;
- ✓ grammatical formation and development of speech;
- ✓ improvement of fluent speech;
- ✓ introduction to works of art;
- ✓ preparation for learning literacy.

In students many speech communication and skills are developed outside of training. In kindergarten, children interact with adults (pedagogues, medical nurses, teaching assistants, etc.) in various activities.

In the process of work - economic-household, manual and agricultural work, students' vocabulary is enriched, identified and activated.

During the game, the pedagogue forms independent speech activity in them. Pupils' vocabulary, knowledge acquired during training is strengthened and activated. The teacher's participation in the games helps to enrich the vocabulary and cultivate the culture of speech communication.

Textual, moving musical games, staging games help to form the expressiveness of the student's speech, practice the correct pace, breathing, and good diction. In the process of many games, students get acquainted with artistic texts, memorize them and begin to use them independently.

With the help of didactic games, students' knowledge about the environment is strengthened, vocabulary is strengthened, clarified and activated. Didactic games are used to practice speaking skills and skills (composing phrases, changing words, weaving stories, etc.).

Household activities create great opportunities for the student to communicate with adults. In order for household activities to serve as a tool for speech development, the pedagogue should manage it. In the course of properly organized household activities (eating, dressing, gymnastics, travel, etc.), that is, if the pedagogue, especially in small groups, the pedagogue explains in detail the names of household items, their parts, quality, characteristics, purpose of use, the students' vocabulary will be enriched if he performs the relevant actions with them and interprets it, asks the students questions, teaches them to use household vocabulary. If the pedagogue uses allusions, comparisons, synonyms, folk art (proverbs, proverbs, poems) in his speech widely and skillfully, his speech will be concise and expressive.[3]

By the age of seven, the student begins to distinguish the personality characteristics of his peers.

Seven-year-olds have a more organized learning community if they have spent several years together in a preschool group.

A high level of communication skills and their appropriate use are observed in students. The arguments and evaluations provided by them to justify proposals and requests will be improved according to their content.

In the seventh year of a student's life, the need for friendly relations with peers increases sharply. The evaluations that students give to their peers will have a generalized nature. In the student's world, he is a friend to everyone, if the students fight, he is willing to make peace, if they hurt a student, he takes his side, he can work on himself, he reads independently, he is proud of his achievements, these are the psychological processes happens, these processes directly serve to increase the child's vocabulary.

Ethnic dimensions formed in the student as a result of learning moral norms and rules reflect his attitude to universal human values, the student is not limited to applying it only to his own person.

The student becomes more and more independent without dependence on adults. His social experience will be enriched, his relations with the surrounding people will be complicated. This allows him to fully understand himself, his advantages and disadvantages. Unlike children of the first age and students who, due to their limited knowledge about themselves, trust the judgments of adults and perceive themselves through the opinion of an adult, students have independent ideas about themselves and their own actions. and external features evaluation elements appear.

The progress achieved in the development of the student's communication and relations with adults and peers, assimilation of new knowledge, as well as in the formation of his own image and attitude towards himself, are concentrated in the complex basic characteristics of a person, such as social competence or maturity.

The above-mentioned points show how complex the social development of the student is. Primary education is the most important period of forming a person, turning him into a person of society. The development of the personality implies that his needs will ultimately be in the field of creation and not consumption.

Different types of social relations (from the state-political type to domestic and internal family types) cannot fail to have their influence on the formation process of a linguistic individual.

Fiction literature has great potential in developing students' speech.

In primary education, examples of fiction are introduced every day. stories, narratives, fairy tales, proverbs, riddles, quick sayings and songs not only ensure the expressiveness of their speech, but also enrich their vocabulary and enjoy the possibilities of literary language.

#### **Foydalanilgan adabiyotlar ro`yxati**

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