

## THE METHODOLOGY OF WORKING ON TEACHERS' SPEECH IN PRIMARY CLASS MOTHER LANGUAGE AND READING LITERACY LESSONS

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### Abstract

In this article, the main goal of teaching the science of mother tongue and reading literacy is to teach our young people to be creative and independent, to express their thoughts freely and effectively, meaningfully and logically in written and oral form, to consciously master the rules of the Uzbek language, as well as their aimed at broadening the scope of ideas, educating in the spirit of love for our motherland, the rich spirituality left by our ancestors, and our national sacrifices. The article talks about ways to work on speech and develop it in elementary school students in mother tongue and reading literacy classes.

**Keywords:** literacy training, speech development, creative thinking, information technologies, vocabulary, educational goal, oral and written speech, creative attitude, literary language norm, thinking, expressiveness.

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**Introduction.** In the classes of mother tongue and reading literacy, the opportunity to master the content of the reading text is created by developing students' speech and expanding their thinking activities. It is desirable to develop the artistic speech of students through the method of analyzing literary texts. It is known that colloquial language is the first stage of speech development, and it gradually improves. Colloquial language is manifested in oral narration of read texts. Learning to speak occurs in all classes, but mother tongue and reading literacy classes should take the lead. Spiritual maturity of primary school students is embodied through the mother tongue.

**The main part.** The mother tongue, including reading and speech development, is one of the most important tools in the educational process. Read the practical importance of melodiousness, i.e. reading with recitation, in standardizing students' oral and written speech, ensuring their proportionality, determining the nature and characteristics of the national language, reflecting the laws of expression and pronunciation. it is necessary to observe the standards and criteria of the literary language, to search for ways to improve reading methods and to implement the most convenient ones. In connection with the application of the language law to education, the methods of correct application of methods of teaching children to read (demonstration, knowing how to work with distributed assignment papers) will be improved. More space is given to children to express their opinions in question-and-answer speech. Emotional speech, effective expression of thoughts, speech during reading, tone and speech in storytelling, humorous speech should be harmonious and give pleasure to students. In order to teach children to be active, organizing games to find meaningful words, using such words appropriately in speech, and finding various similes suitable for the connection between words are constantly being done. will be held. Attention is paid to building a sentence based on pictures or visual aids, to the order of words in a sentence, to their connection to each other, to changing the place of words and re-structuring a sentence while reading, to conducting exercises to observe consistency. Primary school students Importance of speech in retelling the text of stories and fairy tales in "Mother language and reading literacy" classes; compare and describe pictures and objects, tell stories about walks, shows,

games, work, give examples, draw conclusions about the events described in the text, teach to work on the artistic text, divide the text into parts and find titles suitable for their content, creative Children learn to think in such processes as drawing. It is recommended to use examples of oral speech, imitate them, and pay more attention to memorization in order to educate children's speech culture. Children are always taught to pay attention to their own speech and to evaluate the speech of their friends fairly. The experience of the past schools is very useful in developing the learning abilities of primary school students. It is known that in ancient times, children memorized what they read in schools, and because they mastered this method, their memories were good. Taking this into account, 12-14 samples of poems were given for memorization in the curriculum. They are both educational and educational. Speech development is interconnected with the construction of a sentence and work on the vocabulary that makes up its content. Professor N. Mahmudov: "The impact of the speech, the ability to convey relevant information to the listener in a complete and convenient, "infectious" way depends on vocabulary, which is one of the important communicative qualities. The methodology of working on vocabulary at school includes four main directions:

1. Enriching the students' vocabulary, that is, mastering new words, as well as new meanings of some words in the children's vocabulary. To learn the vocabulary of the native language, the student should add 8-10 new words to his vocabulary every day, including 4-6 words in the native language classes, that is, people should learn the meaning.
2. Clarify students' vocabulary.
3. Activating the vocabulary, i.e. transferring the words from the inactive vocabulary, which the students understand the meaning of, but do not use in their speaking activities, into the active vocabulary. used in the statement.
4. Transfer words not used in literary language from active vocabulary to inactive vocabulary of students. Such words include simple words and phrases that do not belong to the norms of the literary language, which have been acquired by children under the influence of the speech environment, and are sometimes used in colloquial language, dialect and social group words.

After mastering the concept of the standard of the literary language, the students will start using the words of the literary language instead of the words explained above. As literary language skills are strengthened, words related to dialect, slang, simple words and phrases used in colloquial language begin to leave the active vocabulary of students. Students' vocabulary will be enriched and improved based on the following sources. Observing the surrounding environment, nature, people's life and work, children's play and study activities, relationships with adults. Art works are the most reliable source for enriching students' vocabulary and artistic speech. In the classes of mother tongue and reading literacy, students read the works of many masters of words, such as Khudoiberdi Tokhtaboyev, Zamira Ibrahimova, Shukrullo Abdullayev, Habib Polatov, Umida Sadatova, Namoz Sadullayev. They master the Uzbek language with the help of high artistic images. In mother tongue and reading literacy classes, children's vocabulary is enriched with words related to certain topics. Many words such as cute, sweet, kind, honest, heroic, brave, brave, hard-working are added to their list, which express moral concepts. In the process of working on the text, they learn polysemous words, synonyms, words used in a figurative sense, some phraseological combinations. After children learn to read independently, their vocabulary is enriched and organized with the help of books and newspapers.

The teacher should observe how his speech affects the children in the lessons of "Mother language and reading literacy", consider whether it is understandable and interesting. If the children sit in the classroom without paying attention, it means that the impact of the teacher's speech is weak. He should direct his speech by focusing on all children, sometimes on the behavior of some children, tell interesting examples, draw the attention of students, use appropriate gestures, do not move the hand for no reason, not looking at one point, but should speak with the attention of the class group. "Native language and reading literacy" classes often use methods such as conversation based on figurative speech, question-and-answer. The vocabulary of our language contains all the tools necessary for the development of bright, expressive speech. The ability to use words figuratively and, as a result, words

acquire many meanings, allows our vocabulary to become richer. Experiments conducted to determine the development of a child's speech show that the first words appear and, on this basis, the first general concepts appear and are formed. It is interesting for the child to use different methods in the "Mother language and reading literacy" classes. Including being able to keep the voice. It is necessary for the teacher to pay serious attention to this work and be an example. When developing children's speech, it is necessary to take into account two main requirements: consistency in oral speech, thinking, expressiveness, pause (stop), tempo (pace). Ensuring the coherence of knowledge, skills and concepts formed on the basis of oral speech in written speech. According to the requirements of the National curriculum of general secondary education, students should learn to think freely. And thinking is a process that cannot be formed immediately in a child, and to bring it to the surface, it is necessary to carry out planned work. Planned expression of thought is important in speech development. Taking into account the fact that students have certain skills since they have practiced planning since the first grade, it is appropriate to repeat this work often in the second grade. In this class too, the teacher should lead the planning work and create a sense of responsibility in the students. The plan is made in the form of a statement, a question, and sometimes a noun phrase. The text analysis explained on the basis of the plan will be understandable to the students. attention is drawn.

**Conclusion.** To sum up, one of the main tasks is to teach students to think creatively, to develop speech competences that students should acquire, along with the development of oral and written speech of students in the classroom of mother tongue and reading literacy. is considered

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