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## Develop the Speech of Primary Class Students Modern Issues

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**ABSTRACT**

In this article, the methodology of speech development in elementary school classes, oral and written speech, their interrelationship, specific characteristics, and the reasons for the shortcomings in the speech of students in the development of oral speech, ways to eliminate it, communication skills that should be formed in students by achieving speech development in the process of quality education are discussed.

**Keywords:**

speech, methodology, aspects of speech, speech therapist, phraseology, dictionary, Linguistic theory, language phenomenon, life skills, human development, oriental education and upbringing, literary language norms, thinking and rhetoric. ati, quality of education.

One of the current topics in modern schools is improving students' speech. Speech correctness activities are one of the main areas of educational and methodological activities of teachers to improve speech culture of young students. It is related to practical teaching of the native language, regular and systematic teaching, prevention and correction of mistakes by examples and special exercises, teaching literary forms of speech.

One of the main tasks of a modern school is to prepare school graduates who can communicate freely, who understand listening and speaking in their place, who can evaluate the speech of others and, of course, their own. It is known that the elimination of defects in the speech of elementary school students is the responsibility of students and speech therapists. It is necessary to check the child's speech and study the causes of speech

disorders in order to identify pronunciation defects. For this purpose, each child fills out a speech check sheet and determines which sounds he pronounces correctly or incorrectly. Speaking - teaching to read, speak and write, to provide knowledge about the language that is suitable for the age and understanding of students, to increase their vocabulary, to develop attention and interest in the speech of others, aims to instill a love of reading. Dactyology (hand alphabet) is used in the early stages of teaching oral speech. This thing serves only as an auxiliary tool as children learn and pronounce sounds. The leading place in all the activities conducted in primary school reading classes is the development of speech, which includes the tasks of teaching literacy, forming beautiful writing skills, and expanding the range of thinking. In these lessons, it is necessary to aim for more practical goals, to

form the skills of using language resources in speech, to think creatively, and to educate students' language sensitivity. Regularly developing their oral speech will provide practical help in creating coherent speech and text.

In early childhood, the child has communication needs, which are satisfied by the simplest means of speech, and at about one year of age, the first words appear. From the very beginning, speech appears as a social phenomenon, a means of communication. After a while, speech also becomes a means of understanding the world around us, planning actions. As the child develops, he uses increasingly complex language units. The vocabulary is enriched, phraseology is mastered, the child learns the laws of word formation, linking words, word combinations, various syntactic structures. He uses these means of language to convey more and more complex knowledge, to communicate with people around him in the process of activity.

The first condition for the development of a child's speech, as noted above, is the need for communication or communication. Therefore, in the methodology of speech development, it is necessary to provide situations that determine the motivation of the speech, create the need to express the student's opinion, arouse his interest and desire to share something, talk about something.

But communication can only be with the help of commonly understood signs, that is, words, their combinations, various turns of speech. Therefore, it is necessary to give speech forms to children or create a speech environment. This is the second condition for the development of the child's speech.

The speech environment is the speech of parents, other relatives and friends, folklore, fiction, radio and television, cinema and theatre, school, in addition, the speech of teachers and other school workers, speech in classes, textbooks and studies is the language of the manuals.

There is also an inverse relationship, the more fully the resources of the language are mastered, the more freely a person uses them, the easier it is to learn the complex

relationships in nature and society. At school, students learn to read and write.

Reading and writing are speech skills based on the ability to build your own speech based on the phonetics, graphics, vocabulary, grammar, spelling of the language and to perceive the speech of other people. Written speech is always stricter than oral speech, and it clearly shows all the mistakes and shortcomings typical of young students. Writing has its own characteristics in the construction of word combinations, the choice of word combinations, and the use of grammatical forms.

The next goal of the school in the development of speech is to improve speech, to increase its culture, all expressive abilities of speech, which includes the development of children's speech ability to a certain level. In this process, speech is defined as a minimum, below which no student should remain. In this complex work, the methodology of students' speech development is leading.

The term "speech improvement" has at least three meanings in methodological literature, curriculum and other documents created for schools, and in the speech of teachers.

First, improving speech is the main strategic goal of language teaching: children should learn the language to develop their speech (listening, speaking, writing and reading skills), and on this basis, their intellectual, aesthetic and moral growth will be achieved.

Secondly, improving speech is the leading principle of language and speech education, and the methods and methods used should actively contribute to the formation and development of children's speech skills, as well as ensure the achievement of the strategic educational goal.

Thirdly, improving speech is a system of work for teachers and students aimed at forming and improving speech skills in children.

The ability to use language phenomena is essential for language fluency, and studying linguistic theory helps children understand language phenomena and how to practice them. Linguistic theory and the study of speech activity should study each other and complement each other.

Storytelling helps children to form sentences grammatically, to pronounce sounds and adverbs correctly, and to use visual aids at an age-appropriate level. Observing the work process, recommending the creation of stories based on trips to nature, production enterprises, lessons, deserts, and fields are considered the most convenient ways to develop children's connected speech.

Voice and speech are given to a person to express thoughts and feelings. This is a law of nature. It is everyone's duty to learn to follow it. Oral speech continues in the context of direct communication, so it is faster in tempo and less complete. In the process of speech, non-linguistic means of expressing meaning are used - facial expressions and gestures. These tools that provide additional information in spoken communication are absent in written speech. By the first grade, the child learns oral speech sufficiently, pronounces words freely and does not think about the location of words in a sentence during communication. The written form of monologue speech is the most difficult. It is the most detailed and normative. The construction of each phrase in written speech is a separate topic of discussion, and the process of writing each word is also carried out at the initial stage of mastering written speech. Teaching written speech as a norm, not oral, is associated with high requirements for it: accuracy of statement structure, validity of thought, expression of attitude to the object of thought, accuracy in speech, use of language tools.

Developing successful speech is the main task of speech education for children. This is primarily related to its social importance and role in personality formation. It is in consistent speech that the main, communicative function of language and speech is realized. Appropriate speech is the highest form of speech of mental activity and determines the level of the child's speech and mental development (T.V. Akhutina, L.S. Vygotsky, N.I. Jinkin, A.A. Leontiev, S.L. Rubinshtein, F.A. Sokhin, etc.). The acquisition of appropriate oral communication is the most important condition for successful preparation for school.

Of all the knowledge and skills, the most important, the most necessary for life activity is the ability to speak clearly, intelligibly, beautifully in your own language. A person improves his speech throughout his life and learns the richness of the language. The more the richness of the language is mastered, the more freely a person uses it, the more successfully he learns the complex connections between nature and society. A sufficient level of speech development for a child is the key to successful learning. The educational content at the current stage is characterized by increased attention to the problem of developing consistent oral and written speech of schoolchildren. Students' speech is characterized by limited vocabulary, difficulty in coherent expression and communication. These students face difficulties in all subjects from the first days of schooling. The psychological nature of coherent speech, its mechanisms and developmental characteristics in children L.S.Vygotsky, A.A.Leontiev, S.L.Rubinstein. All researchers note the complex organization of coherent speech and emphasize the need for special speech education.

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