



## The development of oral speech of younger schoolchildren in extracurricular activities

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### ABSTRACT

The article provides a system of questions and tasks, the use of various methods of language learning. These opportunities allow students to find ways to solve research and creative tasks. A variety of games and practical activities allow for a better study of phonetics, word formation and grammar. It is indicated that the classes are aimed at repeating, clarifying, expanding the initial ideas about the language. As the result the careful and attentive attitude to the correct oral and written speech is formed which in its turn is an indicator of the general culture of a person.

### Keywords:

K.D.Ushinsky, mercy, child's intelligence, feel the word, improve conditions, develop speech, fostering pride in the beauty and greatness of the Russian language, skills, verbal logical thinking, attention, memory, imagination, observation, speech ability, vocabulary, the need to communicate, speech environment, speech warm-up, content, correctness, intonation, loudness, tempo, raising and lowering the voice, logical accents, pauses, facial expressions

One of the most important indicators of the level of a cultured person, his intelligence is his speech. Having arisen for the first time in early childhood in the form of separate words that do not yet have a clear grammatical design, speech is gradually enriched. And depending on how the child's speech develops, his success in studying the subjects of a comprehensive school will depend. The child must be taught the language - those general norms that the people have established in the course of their life, history. By assimilating these norms, a child's speech is formed, that is, his views are formed, the person himself is formed.

The study of the Russian language is of great importance for the formation of the personality of students. The Russian language and the native language of every nation is the

best, never fading and ever-re-blooming flower of its entire spiritual life. "The whole people and their homeland are spiritualized in the language," wrote K.D. Ushinsky in his work "The Native Word". "The mother tongue is the greatest teacher who taught children even when there were no books or schools yet." (M.R. Lvov). Learning the language, the child absorbs the history, way of life, culture, spiritual values of the people. He joins the historical roots of his ancestors, comprehends the traditions of his people, their past and present. Studying the language, native literature, children learn the moral purity of the people: conscientiousness, cordiality, kindness, mercy. The Russian language is the basis, the basis of the entire education system. In the process of studying it, three fundamental

fundamental skills are formed: reading, writing and speaking. Without these skills, no training at all is possible. Constant language lessons enrich and develop the child's intelligence. "No other subject is capable of developing a person as much as learning a language," wrote K.D. Ushinsky.

The teacher is faced with the task of teaching children to feel the word, build sentences, understand the text (theme, idea, structure). This problem must be solved not only in the lessons of the Russian language, literary reading, but also in other lessons, as well as in extracurricular time.

Skills of oral and written speech are formed in a child under the influence of many factors. That is why it is so important to create conditions for the speech activity of children, for communication, for expressing their thoughts. Particular attention should be paid to enriching students' speech with various language means, to preventing and overcoming speech shortcomings, to mastering pronunciation norms and means of speech.

Extracurricular activities in elementary school allow us to solve a number of very important tasks: to ensure a favorable adaptation of the child at school; optimize the teaching load of students; improve the conditions for the development of the child; take into account the age and individual characteristics of students. The work on the formation and development of coherent speech cannot be carried out only in the lessons of the Russian language and literary reading, therefore, with the introduction of new standards, it became possible to continue this work in extracurricular activities and extracurricular activities. In addition, the child's speech is formed through his communication with peers, adults. The formation of the speech environment of a younger student is a continuous process, but it is still purposeful and systemic. For several years now, our school has been holding classes in circles and electives, which just help the child develop speech. "In the world of books", "Heroes of fairy tales on the screen" and "The amazing world of words". The work program for the course "The Amazing World of Words"

was compiled on the basis of the program "The Amazing World of Words" by L. V. Petlenko, V. Yu. Romanova - M.: Ventana Graf, 2012. These classes develop not only speech, but also contribute to creative thinking children, help the teacher in corrective work. In the process of studying the course "The Amazing World of Words", students gain knowledge about the history of the Russian language, get acquainted with the origin of words, which becomes a prerequisite for raising pride in the beauty and grandeur of the Russian language, understanding their own role in the knowledge of language laws, the need for learning various ways of learning language units.

For the development of speech outside of school hours, I use a set of manuals for the course "Speech" for elementary school, consisting of workbooks for students, workbooks "School of Speech Development" by T.N. Sokolova. The course "Speech" is intended for conducting classes on the speech development of primary school students. The manuals contain a large number of various entertaining tasks and exercises, in the course of which the child not only develops linguistic knowledge, skills and abilities, but at the same time develops and improves a number of intellectual qualities, such as: verbal-logical thinking, attention, memory, imagination, observation, speech abilities. These classes educate students' cognitive interest in the Russian language.

Systematic work on the development of speech in all lessons will give positive results.

- children's speech will become clear, understandable
- children will express their thoughts coherently
- listen carefully and consciously, correct your statement and others.
- vocabulary no more active
- less mistakes will be made for the replacement, omission and distortion of words
- students will constantly participate in poetry competitions for any holiday, and take only prizes.

Speech skills are formed in a child under the influence of many factors. That is why it is so

important to create conditions for the speech activity of children, for communication, for expressing their thoughts.

And I started this work from the first days of training, since literacy is the first necessary step. During this period, it is necessary to enrich the speech of students not only quantitatively, but also qualitatively. I structured my article this way.

For the successful development of speech, the formation of speech skills in children, it is necessary to create certain conditions.

The first condition is the need for communication, or communication. Where should such situations be provided that determine the motivation of speech, arouse his interest and desire to share something, tell about something.

The second condition is the creation of a speech environment. The richness, diversity and correctness of his own speech largely depend on what kind of speech environment he has. Speech helps the child not only to communicate with other people, but also to learn about the world.

Based on this, it is possible to formulate the general tasks of the teacher in the development of students' speech: 1. Study the literature on the topic of self-education, collect practical material on the topic of self-education. 2. Provide a good speaking environment for students. 3. Ensure the creation of speech situations that determine the motivation of students' own speech, develop their interests, needs and opportunities for independent speech. 4. To ensure the correct assimilation by students of sufficient vocabulary, grammatical forms, syntactic constructions, logical connections, to activate the use of words, the formation of forms, to ensure the formation of specific skills in the field of speech development. 5. To develop in children the ability to reflect and experiment with the word. Types of work on the development of oral speech of students in grade 1.

Every teacher of a modern school, from the first days of teaching a child, strives to teach him to express his thoughts well and correctly, to speak and write clearly.

I started this goal with an observation diary in which I noted the problems that arose in the students' speech.

From my observations, I singled out the most serious ones, these are:

1. Violation of sound pronunciation
2. Difficulties in expressing your thoughts
3. Misunderstanding of the question and inconsistency of the answer to it
4. Poor vocabulary

Hence the need arose for a more in-depth study of the topic of speech development. Since the development of speech is a long process. She built her work according to the principle from simple to complex, consistently taking into account the individual characteristics of children.

I have identified several areas:

1. Development of the articulatory apparatus
2. Development of auditory memory
3. Enrichment and activation of the dictionary
4. Development of coherent speech

If a child weakly distinguishes sounds by ear, pronounces them distortedly or replaces them with others, then, of course, he will not be able to clearly imagine the word itself.

And therefore, I determined the initial task: the development of the speech apparatus, to eliminate violations in sound pronunciation.

In each literacy lesson, I included speech warm-ups, which consist of several stages, including different exercises:

Respiratory

Articulatory

Differentiated exercises

Dictionary

When performing breathing exercises, I set the following tasks:

- Develop the ability to breathe
- Develop the ability to breathe correctly
- Learn to control your breathing

The task of the second stage of speech warm-up is to warm up the muscles of the tongue, lips, cheeks, to provide them with the greatest mobility when speaking.

To do this, I included exercises for the development of articulation, for example, "coat", "seagull", "spring", "space".

The third stage of speech warm-up is based on reading vowels or combinations, syllables and words.

All work with them is devoted to the automation of one of the sounds that have an acoustic-articulatory similarity and one type of development of voice and breathing.

Depending on the task, vowels or syllables are read with different voice power, with different accents and tempos.

Words are selected taking into account the presence of letters denoting oppositional sounds. Where is expected:

- reading words that are similar in sound and style, but different in meaning
- reading words formed by building up
- reading single-root words with different and the same prefixes

To ensure pronunciation and memorization, I use different comic rhymes, tongue-twisters.

The fourth stage of speech warm-up determined the following tasks:

- give a sample of a clear pronunciation at a different pace
- learn to control your language

Tongue twisters are used, as they usually contain the maximum number of difficult places for pronunciation but thanks to repeated repetition, it is possible to achieve purity of pronunciation.

In addition, it is necessary to alternate easy tongue twisters with difficult ones. After a clear articulation of sounds and slow correct reading, they are memorized. Each warm-up is given 5-7 minutes at the beginning of the lesson.

The main form of organization of training sessions is a game presented against the background of cognitive material. It is known that when playing, children always better understand and remember the material. This program is designed in such a way that students do not just actively memorize most of the material, but actually discover it themselves: solve, compose.

Main activities: solving logic problems; work with various sources of information; analysis and solution of tasks of competitions of previous years. Forms and types of control: student's creative work: thematic newspapers,

mini-projects of their own logical tasks; the effectiveness of participation in intellectual competitions and olympiads of various levels. Forms of summarizing the work: intellectual game "To be successful"; KVN; student portfolio.

Young people actively penetrate into the social life of society, establish certain connections and relationships with it, comprehend the meaning of activities and actions. In this age period, an extremely intensive assimilation by the child of ethical rules, norms and principles, the formation of moral habits of behavior and moral qualities of the individual associated with them takes place.

A change in the social situation of a child's development necessitates the education of a certain set of moral qualities of his personality, which would allow him to quickly adapt to new social conditions and serve as the basis for further moral education.

Consider the psychology of a teenager and determine how strongly a person at this age is influenced. This period completes the preparation for an independent life of a person, the formation of values, worldview, the choice of professional activity and the assertion of the civic significance of the individual. As a result, and under the influence of these social and personal factors, the entire system of the young man's relations with the people around him is rebuilt and his attitude towards himself changes. Because of this social position, his attitude to school, to socially useful activities and studies changes, a certain relationship is established between the interests of the future profession, educational interests and behavioral motives.

Requirements for the level of speech development of younger students.

Working on the development of children's speech, I follow the fact that the oral speech of children must meet certain requirements. First, oral speech should be meaningful. Children should not be allowed to chat without knowing well the object, phenomenon or event they are talking about. Behind the words that children use in speech, there should be specific objects, phenomena. The most negative signs of oral

speech are: 1) lack of content, emptiness of thought; 2) verbalism, that is, the use of words whose objective meaning the speaker does not know.

Secondly, oral speech should be logical, which manifests itself in a consistent presentation of thoughts. Consistently expressing thoughts is, first of all, coherently expounding according to a plan. Separate sentences should be sequentially located and connected connected to each other. It is important that in the oral answers of students there are no omissions of essential facts, repetitions, contradictions.

Thirdly, oral speech must be clear, that is, such that it can be understood equally by everyone and without much difficulty. Clarity depends on many conditions: how fully and consistently thoughts are expressed, sentences are correctly constructed, in particular, how much the word order in the sentence corresponds to the thought, whether pronouns, prepositions, conjunctions, etc. are used correctly. Clarity of presentation is often violated by the use of foreign words and dialectisms. In other words, the clarity of speech is promoted by its purity - the avoidance of colloquial words and parasitic words and correctness - compliance with the literary norm. In oral speech, orthoepic and pronunciation correctness (distinct pronunciation of sounds) is distinguished. Compliance with the rules of orthoepy is the pronunciation norms of the language, that is, "karova", and not "cow", "of course", and not "of course", "what", and not "what", etc.

Fourthly, oral speech must be accurate, that is, as far as possible, truthfully depict the reality surrounding the child, correctly convey the facts, skillfully choosing the best language means for this purpose - words and sentences that convey all the features inherent in the depicted.

Fifth, oral speech should be expressive. Human speech is not impassive, it always carries expression - expressiveness that reflects the emotional state. The emotional culture of speech is of great importance in human life. The development of oral speech of younger schoolchildren also covers work on

how the child to another person, how the message is pronounced, that is, what are the intonation, volume, tempo - expressiveness of speech. I to these

I treat the sides of the child's speech with close attention, since his speech can be careless, excessively fast or slow, words can be pronounced sullenly, sluggishly, quietly. By the way a child speaks, how his expressive function of speech is developed, I can judge the speech environment that forms his speech. At the same time, one should not forget about the amazing imitation of children. This means that if the teacher speaks, clearly pronouncing the words, if the intonations are intelligent (deep, diverse), if he has a good rate of speech, then the children, by imitating, will undoubtedly learn the features of the teacher's speech expression.

Sixth, the expressiveness of oral speech is one of the important conditions for its correct perception by the addressee. Especially widely used in oral speech are such expressive means as raising and lowering the voice, logical stresses, pauses, facial expressions, and gestures.

The expressiveness of oral speech makes it a powerful means of persuasion and motivation. Therefore, starting from primary school, I try to teach children to speak expressively. At the same time, I teach children to be more economical in gestures, not to get carried away with them, since the gesture should be restrained

Supplement oral information, drawing attention to it. If you can do without gestures - do not gesticulate.

These requirements are closely interconnected and act as a complex in the school system. From the first grade, I gradually introduce students to these requirements.

As a result of psychological research, it has been established that the individual development of a person and the formation of his personality occurs primarily as a result of active interaction with the environment. In different periods of a person's life, the relationship between social and biological is ambiguous. With age, the influence of the social

factor on the psychological development of a person increases.

The multi-temporal sequence of biological and social maturation finds expression in contradictions, which are more often observed in adolescence.

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