



## Development of Speech Skills of A Younger Student

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### ABSTRACT

The article examines the features of the speech development of younger students. The functions of speech are determined and recommendations are given for the development of speech of younger schoolchildren during school hours and after school hours. Mastering speech is a necessary condition for the formation of a socially active personality. Primary school, according to the author, should pay great attention to this. Extracurricular activities can greatly help children develop their speech.

### Keywords:

speech, inner speech, external speech, speech functions, exercises for speech development.

Speech is a mental cognitive process, a way of existence and manifestation of consciousness and a form of communication through language.

In human speech, it is possible to single out various functions by psychological analysis, but they are not aspects external to each other, they are included in the unity, within which they determine and mediate each other. Understanding is one of the constituent moments of speech. The emergence of speech outside of society is impossible, speech is a social product, it is intended for communication and arises in communication. The two main functions of speech - communicative and significative, thanks to which speech is a means of communication and a form of existence of thought.

Human speech is very diverse and has a variety of forms. However, any form of speech refers to one of two main types of speech:

- external speech (oral, writing);
- inner speech.

The main initial type of oral speech is speech flowing in the form of a conversation. Such speech is called colloquial or dialogical. The main feature of dialogic speech is that it is a

speech actively supported by the interlocutor, that is, two people participate in the conversation, using the simplest turns of language and phrases.

A monologue speech is a speech delivered by one person, while the listeners only perceive the speaker's speech, but do not directly participate in it. Features of monologue speech are that it is much more traditional in the choice of language means than dialogue or polylogue.

Speech is also divided into active (speech of the speaker, writer) and passive (speech of the listener, reader). In children, the development of active and passive forms of speech does not occur simultaneously. The child, first of all, learns to understand someone else's speech, and then begins to speak on his own. However, even at a more mature age, people differ in the degree of development of active or passive forms of speech. It often happens that a person understands well the speech of another person, but poorly conveys his own thoughts. And, on the contrary, he speaks well, but does not know how to listen to another.

Psychological features of written speech:

- it is more arbitrary than oral;

-already a sound form, which is automated in oral speech, when teaching writing, it requires dismemberment, analysis and synthesis;  
 - the syntax of the phrase is as arbitrary as the phonetics.

Written speech is the most verbose, precise and extended form of speech. In written speech, one has to convey in words what is conveyed in oral speech with the help of intonation and direct perception of the situation. In written speech, there is no situation that is clear in advance for both interlocutors and any possibility of expressive intonation, facial expressions and gesture. Understanding is made only at the expense of words and their combinations. Psychological features of written speech: - it is more arbitrary than oral; -already a sound form, which is automated in oral speech, when teaching writing, it requires dismemberment, analysis and synthesis; - the syntax of the phrase is as arbitrary as the phonetics.

Inner speech is a person's conversation with himself. In inner speech, thinking flows, intentions arise and actions are planned. The main sign of inner speech is its unpronunciation, it is soundless. Internal speech is divided into internal pronunciation and internal speech proper.

The problem of speech development is one of the most important in elementary school. Figurative, rich in synonyms, additions and descriptions, speech in children is a rare phenomenon today. And for a child, good speech is the key to successful learning and development.

Unfortunately, it should be noted that many children come to school with a low speech level, do not know how to correctly construct a sentence, do not speak monologue, make mistakes in conversation associated with incorrect pronunciation, and then spelling. Often their speech is laconic, dry, devoid of imagery, brightness.

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.

For successful speech activity and speech development of a person, the following conditions are necessary. Firstly, it is the need for verbal utterance, the need for communication, for conveying something to other people. Secondly, it is the presence of the content of speech, the presence of information, of what needs to be said. Thirdly, it is the availability of linguistic material for the formulation of the statement, that is, knowledge of the necessary words, the ability to connect them, build sentences and coherent speech

Features of the development of speech of younger students involve exercises aimed at the comprehensive development of both oral and written speech. Primary school teachers should use daily in all lessons such methods for developing the speech of younger students, which, firstly, will help to learn literary language norms, secondly, to develop a culture of speech, and thirdly, will help to acquire reading and writing skills.

The main task of working on the development of coherent speech in elementary school is to teach children to freely and correctly express their thoughts orally and in writing. The solution of this problem is carried out by forming in students a set of speech skills that allow them to perceive the statement, convey its content and create their own. What is common in this case is that both in perception, and in the transmission of content, and in the creation of their statement, the actions of students are directed to the text, to such aspects of it as content, construction and speech design.

Teachers are encouraged to conduct these exercises for the development of speech of younger students, both in class and after school hours.

Exercise number 1. "Name the words" (for the development of auditory differentiation).

Task number 1.

"Name as many words as possible that begin with the sound A" (T, O, R, K, etc.).

Task number 2.

"Name as many words as possible that end in the sound P" (I, O, S, L, etc.).

Task number 3.

"Name as many words as possible, in the middle of which there is a sound L" (N, E, G, B, F, etc.).

Exercise number 2. "Playing with the word" (learning the sound image of the word).

Task number 1. "Come up with a word that begins / ends with the same sound as in the word" frog ", "

flag ", " table ", etc."

Task number 2. "Name the first / last sound in the word "beam", "strength", "sofa", etc.."

Task number 3. "Name all the sounds in order in the word 'sky', 'cloud', 'roof', etc."

Exercise number 3. "Word game".

Name as many words as possible for fruits" (vegetables, trees, flowers, wild and domestic animals and birds, toys, tools, furniture, professions, etc.).

Exercise number 4. "Sign".

Task number 1.

"Tell me, if the object is made of iron, what is it called, what is it?"

iron -

paper -

tree -

snow -

fluff -

glass -

Task number 2.

"Name another object as white as snow."

(As narrow as a ribbon; as fast as a river; as round as a ball; as yellow as a melon.)

Exercise number 5. "Words-buddies" (exercise for synonyms).

Task number 1.

"What do you think, how else can you say about a sad person?" (Sad)

"Valuable - what is it? Hard - what is it?"

Task number 2.

"What word can replace the word "horse"? The word "doctor", "cup", "food"?

Task number 3.

"Which word is superfluous, does not fit with other words? Why?"

sad, mournful, despondent, deep

Brave, resounding, courageous, daring

Weak, brittle, long, fragile

Strong, distant, durable, reliable

If the child does not understand the meaning of a word, explain it.

Exercise number 6. "One and many" (changing words by numbers).

Task number 1.

"Now we will play the following game: I will name one object with a word, and you name the word so that many objects turn out. For example, I will say "pencil", and you must say "pencils."

book, pen, lamp;

city, chair, ear;

child, man, glass;

name, spring, friend.

Task number 2.

"Now let's try the other way around. I will say a word that means many things, and you - one."

claws, clouds, warriors, leaves;

flowers, saws, well done, stems.

Exercise number 7. "Explain the word."

Assignment: "I want to find out how many words you know. Tell me, what is a bicycle?"

knife, hat, ball, letter;

umbrella, pillow, nail, donkey;

fur, diamond, connect, shovel;

sword, trouble, brave, hero;

poem, gambling.

The purpose of this exercise is to teach the child not only to learn new words through explanation, but also to clearly express the idea, indicating the main use of the object, describing its features.

You can do all these exercises several times, completing the rows of words yourself.

Exercise number 8. "Who what?" (drawing up proposals for various models).

Assignment: "Try to make a sentence that says that

Who? What is he doing? What?

For example: The cat laps milk.

Who? What is he doing? What? How? (The gardener waters the flowers with water)

Who? What is he doing? What? To whom? (Girl sews a dress for a doll)

Exercise number 9. "Correct or not?"

Task: "What do you think, is it possible to say so?"

Mom puts a vase of flowers on the table.

When they want to buy something, they lose money.

Under the house on the edge live grandparents.

There is a beautiful carpet on the floor.

Ask the child: "Why are the sentences inaccurate?"

Exercise number 10. "Make a phrase" (formation of sentences from words).

Task number 1.

Make up sentences using the following words: a funny puppy, a full basket, a ripe berry, a cheerful song, a thorny bush, a forest lake."

Task number 2.

"The words in the sentence are mixed up. Try to put them in their places. What will happen?"

1. Smoke, goes, pipes, out.

2. Likes, teddy bear, honey.

3. Stand, vase, flowers, c.

4. Nuts, in, squirrel, hollow, hides.

If you do these exercises in the classroom and after hours, then the teacher will have a clear picture of how children understand the lessons and what you should pay attention to, and what is easy for students. And they, in turn, will learn to express their thoughts concisely and accurately.

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