

Theoretical Principles and Significance of Forming Connected Speech in Primary Education System

Nuriddinova Azizakhan Bahromjon qizi

Student of Namangan State University

Abstract. This article talks about the measures taken for the theoretical foundations of the development of connected speech in the reading classes of primary school students. In addition, it is shown what is required of teachers in the development of students' speech

Keywords: learner, language, word, speech, pronunciation, skill, creativity, mother tongue and reading literacy, storytelling.

The development, prospects, well-being, spiritual growth of every country, becoming one of the most developed countries in the world depends on young people who are educated, have high intellectual potential, and embody good qualities in their hearts and minds, and are mature and perfect in all respects, the destiny of the Motherland. To bring up a devoted, faithful generation, to raise the quality and content of education to higher levels, first of all, it is an honor and at the same time a responsible task for teachers and educators.

On January 28, 2022, a meeting of video selectors was held under the chairmanship of the head of state regarding the development of school education. The president also made a sharp assessment of the quality and content of education in schools. "Education is our future, a matter of life and death. Therefore, we have no right to delay reforms in this area.

He emphasized that, no matter how complicated it is, we should lay the foundations of school education firmly from today. "We will start major reforms to bring the quality of education to a completely new level" - the President. The head of our state said that the teaching methodology, textbooks, from the desk to the building will be completely revised.

Russian pedagogue K. D. Ushinsky (1824-1870) is the founder of Russian bourgeois-democratic pedagogy, in particular, preschool pedagogy. He connected the issues of theory and practice of preschool education with the problem of primary education. The main leading idea of the Ushinsky pedagogic system is the idea of national education, in which he understands the uniqueness of each nation, which is connected with the historical and natural conditions in which it lives and works.

Ushinsky, describing the speech of children up to the age of 7, emphasized some of its features, for example: incomprehensibility of sound, insufficient vocabulary, lack of interdependence. He offered various forms of training with children: - stories from children's lives; - exercises that help children see the characteristics of things, and by the age of 7 to compare pairs of things, to find commonalities and differences between them; -telling stories based on pictures, it teaches children to answer questions, and then to tell a story fluently, clearly and freely; - practical exercises to prepare children for reading and writing.

It is important to distinguish the methodology of speech development as an independent discipline in the mental formation of primary school students.

1. The theoretical foundations of the teaching-methodology about the language and its creation will be developed; its role in the development of each person is shown, which allows to justify the leading place of mother tongue and reading literacy classes in the development and upbringing of children.

2. The development of children's speech is divided into a separate section as work that begins before school education.

3. The development of children's speech is considered as a long-term process of mastering the child's native language and reading literacy, its content and forms. This complex process requires proper and active guidance from the teacher.

4. Basic rules for guiding the process of teaching mother tongue and reading literacy. Primary objectives of primary teaching of mother tongue and reading literacy; content and form of their implementation; the importance of demonstrativeness in the development of speech is elaborated and justified.

5. A child's speech is his thinking, spiritual and aesthetic feeling- work methods that ensure development together with feelings are shown.

Speech development of elementary school children is a complex psychological process, and it is not only a process of imitating the speech heard by children. This process is related to the development of communication activities in general and, first of all, the need for communication. The child's orientation to new aspects of being, the transition from practical activities to studying the world, and then people and their relationships, creates the need for new means of communication that serve new purposes. Expanding the child's lexicon provides an opportunity for him to master a wider and more diverse expression of his experiences. For the modern and complete development of speech, it is necessary to enrich the structure of the child's need for communication through interaction with the surrounding life. The reason why children acquire speech is that the basis of their communication activities is the need-motivation, and its composition has changed. In the verbal stage, the child develops slow speech. The main importance of the period leading up to this stage is that it creates the necessary conditions for the transition to the next stage - the stage of the emergence of active speech. In the second stage of the child's acquisition of active speech, three main aspects are distinguished:

emotional relationships;

relations during joint activity (cooperation);

sound relations.

Each aspect of the child's communication with adults is considered, and help them to accept the solution of the communicative tool that is put in front of them by adults and requires the use of words as a conditionally accepted tool for mutual understanding in society. will give. In addition, each considered aspect of the communicative factor helps children solve the communicative task at this level and in its own way. At the third stage of speech development, its material (vocabulary and grammar) is integrally dependent on the child's need for communication with adults and its content, changing the communication task. It leads to mastering a new, more complex and comprehensive aspect of the child's speech. The fact that speech plays a decisive role in the mental formation of a child increases the importance of conditions and factors that support its development at different stages. The question of the forces driving the development of speech is of particular importance due to their rapid and sudden implementation. Identifying the forces that promote or slow down the development of children's speech is the key to organizing pedagogical efforts with a clear goal in this process.

It is studied in connection with the general development of language culture, education of children's love for their people and homeland. Ye.I. Tikheyeva believed that it is necessary to start teaching the

language from early childhood, because proper speech skills are acquired in the family, like other skills. According to Ye.I. Tikheyeva, the preschool educational institution should pay attention to the very important and important ability of acquiring speech while developing all the children's abilities: "Because regular teaching of speech, methodical development of speech and language is the main part of educational work in the preschool educational institution should form the basis".

The main task promoted in schools is to create conditions for the rapid development of all students' abilities, including the ability to acquire speech. At the same time, it is necessary to teach speech to form the basis of all educational work in school and class.

The second task is the form of students' speech, its work on the structure of things that children learn from the environment.

The pedagogue should master the newest methods of developing students' speech, not only knowing methodological methods, but also being able to use them during communication with children.

The teacher should determine the content of activities related to the development of students' speech, as well as the types of activities in which the development of speech and oral speech takes place. focus on enrichment and fluency development. He considers demonstrativeness and observation to be the basis of the child's speech development.

A methodology will be developed in connection with conducting excursions to the subject of study.

Such organization of excursions allows children to get to know nature directly, introduces them to living creatures and their natural relationships.

The following methodology in the training of speech development provides students with interests and experiences, the opportunity to live them, move and try them.

- the methodology of conducting organized program activities that prepare students for school education;

- development of speech and thinking of elementary school students;

- the original didactic material system and the methodology of using it in primary classes.

The carefully developed speech development methodology was a great contribution to the theory and practice of preschool education, and it has not lost its importance even today.

According to A.P. Usova, the educational process itself serves as a guarantee of correct speech development, because "it introduces such qualities into the speech development of children that they usually develop weakly under normal conditions." If the laws of speech development are properly taken into account, education ensures the development of all children's speech at an acceptable level. Special importance is attached to the formation of the ability to tell stories, which is difficult for children to acquire independently.

Conclusion: The historically formed content of human experience is summarized in verbal form, and its description and mastering implies the participation of speech in this process. Speech opens the way for a child to all the achievements of human culture. It ensures the healthy, all-round development of students, instills in them a desire to study, and prepares them for regular education.

In the process of getting to know the words that elementary school students hear, understand their meaning, remember and use gradually, through the information of their parents, peers, as well as the words they have will find out based on the stock.

REFERENCES:

1. Babayeva D. R. "Theory and methodology of children's speech development". Tashkent "Barkamol fayz media". 2018.

2. Kadirova F.R, Kadirova R.M. "The theory and methodology of children's speech development. Tashkent. "Istiklal" 2006.

3. Sharipova MB, Nizomova SH.SH. "Developing children's speech" is the text of the exposition. Bukhara. 2019-2020 academic year.

4. Babayeva D.R. Educational and methodological complex "Theory and methodology of speech development". Tashkent-2018.

INTERNET RESOURCES:

1. www.tdpu.uz
2. www.pedagog.uz
3. www.ziyonet.uz