

IMPROVING THE MECHANISMS OF DEVELOPING THE PRONUNCIATION AND SPEECH OF PRIMARY SCHOOL STUDENTS BY MEANS OF FOLK ART

N.Q. Olimova

FSU, teacher of the Department of Primary Education Methodology, Fergana, Uzbekistan

Abstract:One of the important requirements defined in the program of the primary grade mother tongue and reading literacy textbook is to develop students' speech. Because the level of students' speech, their reading skills, their opinions, and their imagination are related to speech.

Keywords:speech, pronunciation, primary school teacher, folk art, oral speech, written speech, connected speech, speech culture.

Pupils with developed speech can learn actively not only in reading lessons, but also in other lessons. Pupils with underdeveloped speech have a hard time mastering lesson topics. That is why speaking development tasks are prioritized in all parts of the mother tongue and reading literacy program.

Speech means the process and result of speaking. Speech is one of the most complex mental tasks of a person. Speech is a special function of people in the social process that arose as a means of mutual exchange of ideas between people. Word signaling is perceived through speech. There are external and internal, oral and written types of speech. External speech mainly acts as a communication, so it is structured in a way that is understandable to the listener. Internal speech is the processes of thinking, consciousness, and self-knowledge for oneself. Written speech is writing and reading letters. Oral speech is closely related to speech style. More important in reading lessons. Mother tongue and reading lessons are the most important tools in the process of speech development.

It is important to teach students the rules of pronunciation, to develop their melodiousness, to observe the standards of the literary language, to improve the methods of reading, and to find ways to develop their oral and written speech. The purpose of teaching various subjects by a primary school teacher alone includes the formation of students' speech culture and speech skills, development of their creative abilities. Speech is a type of human activity, the use of thinking based on language tools. Speech interaction and message function. It performs the task of expressing thoughts with emotion and influencing others.

Developing the student's speech means his pronunciation, vocabulary, syntactic structure, and connected speech. The following conditions must be met in order to develop students' speech:

1. The teacher should create a situation that creates the desire and necessity of the student to express something orally or in writing.
2. Any speech should have complete, rich valuable material and meaningful information.
3. The idea should be expressed by words, phrases, sentences and speech rules that are understandable to the listener.

There are the following requirements for speech acquisition:

1. Learning the norms of the literary language.
2. Mastering reading and writing skills.
3. Improving speech culture.

There are the following directions for working on the speech:

1. Work on words.
2. Working on phrases and sentences.
3. Work on connected speech.

Requirements for student speech:

1. Pupils' speech should be meaningful.

2. The speech should be logical.
3. Speech should be clear.
4. Must be rich in language tools.
5. Speech should be understandable.
6. Speech should be expressive.
7. Speech should be correct.

Speech acts as the psychological basis of thought. And the condition for growing it is to enrich the mind. Cultivating the mental activity system increases the success of the speech. Therefore, students are asked more logical questions. Thought is formed verbally with the help of language. A person has the ability to think only if he knows the word that expresses the concept. Thought is formed in speech. Thought creates speech.

In native language classes, students learn about nature and people's lives with the help of language, they learn to observe, think, and express correctly. Enriching children's vocabulary in mother tongue and reading literacy classes teaches them to structure speech correctly. In mathematics lessons, children learn new ideas and concepts, terms and enrich their speech. And in science classes, they group what they see, compare and tell their similarities and differences. They learn the concepts of nature.

Writing is direct speech without an interlocutor. Information expressed in written speech should be reasonable. Written speech appeared long after oral speech. Oral speech appeared 400-500 thousand years ago. Written speech appeared 4-5 thousand years ago. Written speech is a more complex process than oral speech. Because in written speech, it is necessary to build grammatically and meaningfully correct sentences, to use each word in its place, to express thoughts concisely, and in terms of expressive style, it should be simple and fluent.

One of the important indicators of the student's speech is his vocabulary. Two-year-old children from 30 to 100, 4-year-old children from 1000 to 4000,

7-year-old children should know 3,000 to 7,000 words, 11-year-old children should know 8,000 to 15,000 words, and 14-15-year-old children should know 11,000 to 18,000 words. A number of tasks are set before the teaching of mother tongue science:

1. Teaching students to think freely.
2. To be able to express one's opinion orally and in writing in accordance with the rules of the Uzbek language.
3. To use words appropriately and to be able to form several meanings of one word.
4. Inculcating the importance of the mother tongue in learning the world.

It is necessary to form the following qualities in students during educational work:

1. Being able to compare words in a sentence.
2. To divide the words into categories according to what they mean.
3. To be able to express one's thoughts orally and in writing based on the plan recommended by the teacher or prepared by oneself

4. Being able to express grammatical concepts and orthographic rules in sentences.
5. Being able to discuss and complete textbook assignments.

Students make many mistakes. These errors can be divided into the following types:

1. Graphic error. Inability to distinguish consonants with similar pronunciation.

2. Phonetic error. Pronunciation under the influence of dialect dialects.

A) Dialect and accent errors.

B) As a result of the phenomenon of assimilation.

C) As a result of the phenomenon of dissimilation.

D) As a result of the exchange of sounds.

3. Morphological errors.

- A) Not understanding the meaning of the word.
- B) Ignorance of grammar rules.
- C) Forgetting spelling rules.
- D) Peace of mind.
- F) Mechanical errors.

Development of connected speech of elementary school students includes the following skills.

1. The ability to understand the topic, determine its limits and cover it relatively fully.
2. The skill of subordinating the essay to the main idea.
3. The ability to collect the material necessary for the essay.
4. Ability to organize, place, plan and write material.
5. The ability to correctly express an idea in accordance with the standards of literary language.
6. Ability to compose text orally and in writing.
7. The ability to improve the written text.

Speech errors and ways to eliminate them:

1. Using one word again and again.
2. Not being able to use the word in its exact sense as a result of not understanding the meaning or edge of the meaning.
3. Using dialect-specific words.

To correct my mistakes, the following will be done:

1. Correct speech errors in the notebook.
2. Forming common speech for primary school students.
3. Work on some individual mistakes outside of class.
4. Performing methodological exercises aimed at preventing speech errors.
5. Before each story, essay and statement, practice it linguistically.
6. Show and explain each grammatical topic.
7. Checking the essays and statements written by students themselves.

The success of students in developing oral and written speech depends on the following 3 factors:

1. Pay attention to words and read a lot.
2. Improving children's speech experience.
3. Developing students' speech theory, grammar, lexicology and stylistics.

There are following aspects of speech acquisition:

1. Learning the norms of the literary language.
2. Mastering reading and writing skills.
3. Improving students' speech culture.

Orthoepic norms are actually created on the basis of the living language of the people. Among the various forms of pronunciation in the living language, those that correspond to the traditions of the literary language and the traditions of development are selected. For example, the "boryapti" variant of the words "boryapti", "borutti", "borutti" and "borvotti" was chosen as the standard of literary pronunciation.

Correct pronunciation is one of the important signs of speech culture. Correct pronunciation is just as important as correct spelling in literary language.

Short pronunciation - a short and weak pronunciation of a vowel in an unstressed syllable.

Prolonged pronunciation is when a vowel in a stressed syllable is longer than a vowel in an unstressed syllable.

Thin pronunciation - thin pronunciation of vowels in the form of a front line phoneme when the shallow tongue back "K", "G", "NG" is paired with the middle tongue "Y" and the throat consonant "H".

Thick pronunciation is the thickening of vowel sounds in the form of back row phonemes under the influence of deep tongue back consonants "Q", "G", "X".

Deterioration. Pronunciation of some voiced consonants at the end of the word in the form of a voiceless consonant.

Intervocalic position is the use of a consonant phoneme between two vowels. Tone is a means of dividing speech into sentences.

Rhythm is the repetition of stressed syllables at more or less equal intervals.

Intonation expresses the emotional and semantic shades of the text, the author's feelings, sadness, joy, respect and gentleness.

Inability to pronounce the sound "Rr" in speech is called "Rotatism". Replacing it with other sounds is called Pararotatism. If the sound "Rr" is followed by the sound "Ii", the lips are "Laughing". There should be a certain distance between the teeth. The tongue is shaped like a spoon. The sides of the tongue touch the teeth of the upper jaw. The front part touches the alveoli. It vibrates under the influence of strong air flow. The following types of rotatism are found:

1. Inability to pronounce the sound "rr" at all.
2. Soften the pronunciation of the "rr" sound.
3. To pronounce the sound "rr" by clearing the throat.
4. Pronounce by vibrating the sides of the tongue, not the tip of the tongue.

The following methods are recommended to eliminate rotatism and pararotatism:

1. Imitation by looking at the mirror.
2. Performing tongue gymnastics, i.e. turning the tongue up, down, right, left.

Speech defects, deficiencies in the pronunciation of certain sounds cannot be corrected by a single action or position. Therefore, it is necessary to identify speech defects in time and take measures to eliminate them in the conditions of kindergarten or primary classes. If educators and teachers cannot eliminate it, they should be given additional training.

The development of speech development activities of primary school pupils opens the way to the formation of their speaking skills, deep and solid assimilation of knowledge, free and independent creative thinking. During our research, the high level of students' pronunciation and speech fluency was developed by regularly involving them in independent thinking. This was done by the student as a result of special educational tasks - independent work, including speech development games, textbooks and other literature..

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