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**THE TECHNOLOGY OF PRONUNCIATION AND SPEECH
 DEVELOPMENT OF PRIMARY SCHOOL STUDENTS BY MEANS OF
 FOLK ORAL CREATIVITY**

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ABSTRACT

Increasing the efficiency of using speech technologies in the conditions of preschool educational organizations and elementary schools, the search for new, innovative forms and methods of interaction with children are the most important problems of modern education. In the course of the study, theoretical methods were used: analysis and synthesis, generalization, systematization, classification, forecasting. The specifics of the study are the author's vision of the features of interaction in classes on the development of speech in the conditions of senior, preparatory groups of kindergarten and during lessons in elementary school. The conclusion is drawn about the role and specifics of introducing various innovative technologies into the educational process of speech development of preschool children and primary school children. The prospect of the study is to develop new speech development technologies for preschoolers and primary schoolchildren using knowledge of the existing classification and modern development directions.

KEYWORDS: *Analysis and synthesis, Generalization, systematization, Classification, Forecasting.*

INTRODUCTION

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking

should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

MATERIALS AND METHODS

The law of the Republic of Uzbekistan on education is widely introduced into practice. Thanks to independence, our country was given a wide opportunity to conduct independent deep reforms in the system of public education. One such reform is aimed at improving the culture of speech of students. The correct formation of the child's speech is mainly traced in primary school, and when he or she goes to secondary school, the scan is improved. Speech is the kind of activity of a person, the functioning of his thinking on the basis of language tools. Speech acts as a function of interaction and communication, expressing one's own thoughts with emotion and influencing others. Well-developed speech is one of the important tools of an individual's active activity in society, and for a student, speech is a weapon of successful education in school. The child should be taught to speak fluent language from a psychic age. In order for the students' speech to be developed, it will be necessary to use the methods and methods that will help the teachers in their active possession of the pronunciation, vocabulary, syntactic construction and connecting speech of the learner. To teach the child from a young age to speak fluent language, to freely express the thought, using beautiful words in his speech. In the primary classes, along with the acquisition of theoretical and practical knowledge during all classes, students develop oral speech skills through correct formulation of sentences, rules of interaction, statement of thought, re-creative storytelling, and poem memorization. Speech cannot be distinguished from contemplation; speech develops on the basis of contemplation. Mother tongue lessons effectively help to enrich the children's dictionary, teach how to compose a speech. The reading lesson and the exercise conducted in connection with it will give the students' knowledge about the phenomena of nature, the life and labor of people. This lesson provides a wide range of opportunities for the reader's speech, its formation and cultivation. In other lessons in the elementary class, the students' speech is enriched with a variety of words. In the lessons of mathematics, children enrich their speech with new imagination and concepts, a lot of words and Terms, think logically. Students group their subjects that they see in the lessons of Natural Science and at the time of the exorcism with the help of the teacher, compare and say that they find different sides. These, in turn, allow us to clearly understand some concepts about nature, develop thinking, speech. In the lessons of Labor, fine arts, physical education, music, in addition to classes, classes also allow the reader to cultivate his speech and thinking. First of all, it is necessary that the teacher himself has an expressive impactful speech, while adhering to the norms of the literary language. The teacher himself needs to be an example for the child. Because, imitation in children is extremely strong. If in the primary classes the planned Organization of the growth of the pupils' speech is carried out regularly, then, as soon as the activities in this field are carried out, it becomes important in the smooth articulation of speech, affecting the whole body of the student, his emotions, imagination, will and character, finally, thinking activities and abilities. In this way, through the development of speech skills, the potential for correct speech and a clear, logical expression of thoughts is formed in them. Develops their creative activities and talents. In order for the teacher to grow the verbal skills of the students, it is necessary to strengthen their

vocabulary in all lessons by teaching them to actively use words in speech, according to a clear goal-oriented plan. Students cannot think clearly and fluently without having enough vocabulary. Each new word taught increases the vocabulary reserve of readers, the possibilities of expression of thought. Therefore, it is necessary to carry out continuous work with both students on mastering the word and its meanings. In this case, it is of particular importance to constantly evolutively integrate synonyms into the speech of the reader. Face Green compact round aft bluish small circle blue skinny teacher should not forget that the words are necessary elements of the text, absorbing the reader. From a series of special works specific to general speech on the preparation of students for oral statement, the right organized practical exercises should help the reader to improve his oral speech in the should especially be mastered by students. If it is difficult for them to understand the meaning of words, it is very important to use synonyms. The task of the teachers is to determine the number of statements and essays in the planning of speech development for academic quarters, as well as to determine the nature of oral and written works and their place in the system of writing sessions are intended to dressing skills in the field of written speech on the basis of the development of oral speech. When children perform oral exercises, the teacher gives instructions on the content, appearance of the statement (essay), helps to eliminate the inadmissible shortcomings technical means to the live speech of the teacher in modern school come to the aid.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

ROLE PLAY

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a

realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

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