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DEVELOPMENT OF RUSSIAN SPEAKING SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

The article is based on the concepts of educational conditions, theories that scientifically substantiate the objective laws of learning a foreign language in the natural environment and its study in the school environment in the modern methodology, the goals and objectives of teaching Russian in primary school. Also, there are discussed in this article: practical, educational, pedagogical and developmental goals of teaching Russian in the primary grades, Russian teaching aids in the primary grades, teaching content, language material, language unit, topic of conversation, and the qualifications and skills of the teacher.

KEYWORDS: *Speech activity, Methods of speech development, Fluency, Accuracy, expressiveness and content of speech, Problem-based learning, Linguistic principles, Lexical skills in a foreign language formation.*

INTRODUCTION

The pedagogical principles of foreign language teaching in primary school are described in detail in Uzbek and Russian scientific sources as didactic principles. But in foreign literature the pedagogical principle is studied separately. We used scientific sources in three languages to generalize the pedagogical principles.

1. To bring up the younger generation in all respects. The information acquired through a foreign language and the mental and verbal skills and competencies acquired while learning a foreign language are nurtured.
2. Encourage students to use the language they are learning.

3. Take into account the individual characteristics of students.
4. Educate students in the spirit of tolerance for others and respect for different values.
5. Creating an optimal environment for independent learning in the classroom.
6. To develop students' skills and abilities to independently and independently determine the indicators of mastery.
7. Provide opportunities for students to express their knowledge in the language being studied.
8. Organize lessons based on an integrated approach to competency acquisition. Competent oral speech contributes to the speed, ease of communication between people, gives the speech communicative perfection. All this forces us to make high demands on the correctness of the sounding speech. The task of consciously mastering the norms of speech, instilling maximum respect for the rich traditions of the Russian language is now not only highlighted, but also defined as the most important social task of our time, as a social order of society.

Modern society needs people who own, in a word, who know how to defend their beliefs, views, conduct a discussion, creatively involved in the process of interpersonal communication. In this regard, one of the main tasks of a modern school is to prepare a graduate of an elementary school who would be able to communicate, listen and speak in such a way that they would listen to him, would be able to evaluate someone else's speech, and of course his own speech.

However, it is in elementary school that teaching the living word is often underestimated by teachers; defects in speech become obsolete, and it turns out to be very difficult to correct them later.

Speech is language in action. Language is a system of signs, which includes words with their meanings and syntax - a set of rules according to which sentences are built. The word is a kind of sign, since the latter are present in various kinds of formalized languages. Language and speech are two sides of speech activity, which includes two opposite processes - the process of generating speech and the process of its perception.

Speech is one of the types of communication that people need in their joint activities, in social life, in the exchange of information, in cognition, in education. It enriches a person, serves as an object of art.

Observations received by children on walks, excursions, and hiking help in the development of students' speech. We try as often as possible to go with the guys on excursions and to the forest, to the river. Walking is a short lesson in sensory education.

The upbringing of a comprehensively developed personality is impossible without improving such an important tool of cognition and thinking as speech. The development of students' speech is currently one of the priority tasks of the school. Without the systematic enrichment of the oral and written speech of students, it is impossible to effectively improve the culture of speech of children, their general literary development. Speech development is an important task of teaching a native language. Speech is the basis of all mental activity, a means of communication. The student's ability to compare, classify, systematize, generalize is formed in the process of mastering knowledge through speech and is also manifested in speech activity. Logically clear,

evidence-based, figurative oral and written speech of a student is an indicator of his mental development.

Speech helps the child not only communicate, but also learn about the world. For a child, good, competent speech is the key to successful learning and development, the ability to fully exist in society. The development of speech activity is not a spontaneous process; it requires a certain pedagogical guidance. The speech activity of students is manifested in their sociability, in the absence of stiffness, silence, fear of speaking. The teacher is obliged to "talk" his students in any conditions and situations. It is important to develop in him the ability to correctly and beautifully express his thoughts, finding accurate and figurative expressions for this, to teach creative imagination, associative thinking. Speaking and writing 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. I pay special attention to enriching the speech of students with various linguistic means, to preventing and overcoming various speech deficiencies, to mastering pronunciation norms and means of speech. enrichment of students' speech with lexical and grammatical means; prevention and overcoming of errors (in the pronunciation of words, in word formation, in the construction of sentences); the formation of coherent speech skills (oral and written)

In his work "On the Initial Teaching of the Russian Language" K.D. Ushinsky put the development of the "gift of the word" in the first place along with the conscious possession of the treasures of the language and with the study of grammar. What should be done to develop this innate language ability? "The gift of speech" develops only from exercises, which should be as independent as possible: by your efforts to express your thought, first simple, then more and more complex, first orally, and then in writing (in essays). The ways to this are clarity, highlighting the features of an object, comparing objects.

It should be noted separately work with words, since vocabulary work is not an episode in the teacher's work, but a special part of all systematic work on the development of students' speech. The richness of the vocabulary is a sign of the high development of both society as a whole and each individual person. Therefore, I attach great importance to this type of work. It consists of: enrichment, clarification, activation of the dictionary, elimination of non-literary words. When working on vocabulary words, I use a technique from V. Agafonov's book "Wrong rules, or how to memorize vocabulary words." The technique is based on the associative connection of the dictionary word with another "adoptive relative", which will help to remember the correct spelling in the word exactly. For example, when a robot with the word "coat", the teacher reports that the wind blew, scattered letters in the word, and the word "bast" was obtained. Such associative threads stretch from image to image, from word to word. In addition, pictures, riddles, rebuses, short poems are selected for each word.

I will dwell in more detail on the development of the coherent speech of children. The development of coherent speech is carried out on the basis of a system of gradually becoming more complex oral and written exercises that require more and more independence from students. The success of the work depends: on the interconnectedness of the work, on their purposefulness, on the observance of a clear sequence in the use of various types of essays, on the systematic subsequent work on speech and stylistic mistakes made in the creative works of children.

Developed oral speech is the ability, in accordance with the requirements for speech, to determine which word, which turn, which intonation, which manner of speech are appropriate, and which are undesirable in each particular case. The development of oral speech is also an effective condition for the development of thinking. Speech is a channel for the development of thinking, and thinking stimulates speech. Considering all this, I define the work on the development of oral speech in younger schoolchildren in my practice as one of the most important and recommend starting it from the very first days of a child's stay at school. As V. A. Sukhomlinsky wrote, teaching to convey thought by word is the main task of elementary school. Experience shows that for this it is effective to use speech exercises and other types of work described above. They attract the attention of children, are appropriate for their age and should be organized systematically, systematically throughout the years of primary school. Such work helps children to comprehend the meaning of language as a tool for communication, understanding the world around them and master the richest resources of their native language. In the lesson, I create an atmosphere of verbal communication, interviews, exchange of views, so that there is a dialogue "teacher-student" or "student-student", where the student's personal position is expressed, where the student does not feel constrained, not pinched, is not afraid of his own mistakes. In my work, I always give children the opportunity to express themselves, I do not criticize the speech of children, I encourage their statements in the form of any praise. Such training contributes to the development of the child's desire to speak, helps children in the lesson to become our helpers, friends. Experience has shown that over time, even my weak students and those whom we call silent; begin to work more actively in the classroom.

It is important for my students to understand that the ability to convey information, maintain a conversation, establish contact, and find the ability to get away from a quarrel during an argument is necessary in everyone's life. Children should understand that eloquence and the ability to speak is not idle talk, not rhetoric. I teach them to feel the difference between chatting and conversation, between wit and a set of clichés; I teach them to use the gift of speech. Speak without thinking - shoot without aiming. By the way, you need to be responsible!

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