

DEVELOPMENT OF CONVERSATIONAL SKILLS BY WORKING WITH EDUCATIONAL DICTIONARIES IN PRIMARY CLASSES

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ABSTRACT

The article highlights educational dictionaries as the main educational tool for the development of conversational skills in primary school students. It says that dictionaries of pronunciation, spelling and explanatory teaching do not fully develop the communicative literacy of younger schoolchildren without the formation of literary pronunciation, correct writing skills, educational dictionaries, in particular, illustrations and multimedia educational dictionaries increase the effectiveness of the lesson.

KEYWORDS: *Educational Dictionary, Spelling, Pronunciation, Spelling, Spelling, Conversational Skills, Explanatory Dictionary, Dictionary Of Illustrations, Multimedia Dictionary*

INTRODUCTION

The world education system is improving in terms of the level of use of the content of education in the life of the student, in the development of man. The development of a state depends on the quality of education provided to its youth, the skills and competencies acquired by its students. Among the international requirements for assessing the quality of education, the main focus is on reading literacy, the ability to understand the text. In particular, international assessment studies examine the degree to which a student's life skills are formed in a variety of aspects. Including students' reading, writing, and speaking literacy. It is well known that reading literacy requires work on the text. In world practice, teaching assignments designed to work with texts are often linked to study dictionaries. [1]

Our country is expected to participate in the international evaluation program. It also examines the reading literacy of primary and high school students. In this regard, the development of reading literacy and speaking skills in students has become the main goal of mother tongue and literature education today. Only the effective use of textbooks in the classroom will increase the rate of development of students' reading literacy and text skills.

"We will mobilize all the forces and capabilities of our state and society to ensure that our young people develop independently, have high intellectual and spiritual potential, and are happy to be equal to their peers in any field in the world," he said. sets the urgent task of educating the youth of our country as independent thinkers who can express themselves freely and competently, both orally and in writing. For some reason, dictionaries are not used effectively in the "Mother

tongue" lessons of secondary schools, as well as in higher education, which leads to the fact that Uzbek students do not know their native language perfectly and can not use it effectively. [2]

The content and purpose of education is one of the oldest and most relevant issues in human history. Because people have been thinking about what to teach at all stages of development, and this process continues. The concept of educational content is interpreted differently. I. Ya. Lerner and M. N. While some scholars, such as Skatkin, understand the content of education as part of a rich social experience that has been selected for study and methodologically developed for students' mastery, another group of scholars understand this concept as well as ways to study it.

In our country, too, the teaching of the mother tongue is based on a competency-based approach, on the basis of basic competencies, separate competencies for each subject have been developed and put into practice. In the field of Uzbek language, speech and linguistic competencies were selected, and the teaching of all levels of language was based on these two criteria. Adaptation of students' knowledge, skills and abilities in their native language to international assessment systems, teaching based on these requirements is being established.

Education in the native language poses important tasks, such as educating the youth of our country as independent thinkers who can express themselves freely and competently, both orally and in writing. There is a need to improve students' speaking and linguistic competencies, in particular, literary pronunciation skills, vocabulary and independent thinking, by teaching Uzbek in the system of continuing education. [3]

In recent years, a number of scientific and methodological research has been conducted on the methods of teaching the native language. In particular, B. Mengliiev, B. Bahridinova, Sh. Khamroeva, O. Kholyorov, G. Hamroev, Sh. Yuldasheva and others conducted a number of scientific and methodological studies. However, the rapidly evolving textbook, methodical manual and methodical recommendations at the present time require improvement and modernization of the content of educational tasks.

In the primary grades, homework assignments do not fully shape students' speaking competence. It can be seen that H. Muhitdinova has systematically conducted monographic research on the teaching of the Uzbek language in groups of other languages in the system of continuing education. It should be noted that this study focuses on the issue of continuity in the content of programs and textbooks in the teaching of the Uzbek language, mainly in Russian groups. H. Mirzohidova thinks about the convenience of interpretation in comparison with sister languages.

The place and role of speech and thinking in human life, as well as the culture of independent thinking and the problem of activating the cognitive process associated with it are reflected in the works of great thinkers such as Kaykovus, Farobi, Mahmud Kashgari, Yusuf Khos Hajib, Alisher Navoi. Independent work in language education, work on the dictionary, speech development have been studied by pedagogical scientists such as Y. Abdullaev, K. Abdullaeva, K. Kasimova, M. Askarova, T. Niyazmetova, S. Matchonov, R. Safarova, A. Khamroev.

Formation of speech culture at different stages of education, issues of speech activity of the CIS countries KE Bezukladnikov, TG Ramzaeva, TP Malyavina, LV Abakumova, NF Titova, AF Boytsova, I. A. Zimnyaya, A. S. Egorova, V. K. Buryak, A. N. Vasileva, V. V. Gerbova, L. S. Vigotskiy, G. N. Pristupa, T. I. Shamova, N. G. It has been studied at various levels by

scientists such as Dmitruk, I.G.Kalinina, T.A.Ladijenskaya, P.A.Grushnikov.

However, the issue of developing speech competence through textbooks in primary school has not been studied separately. This study examines dictionaries and how to use them effectively in mother tongue lessons. The study examines issues related to the improvement of methods and tools for the use of educational dictionaries, the development of students' literary pronunciation skills, spelling literacy, vocabulary. [4]

To study the current state of the use of textbooks in primary school;

A comparative study of the compliance of the assignments in the textbooks of the primary school "Mother tongue" with the requirements of the DTS and the curriculum, as well as to identify the causes of problems with the use of dictionaries and try to find solutions;

Improving the development of content, methods, tools of educational dictionaries, which are linked to tasks that develop verbal competence;

development of reading literacy tasks using textbooks in the analysis of texts of different styles, determine the importance of the use of methods, techniques and technologies in the development of speech competence in mother tongue lessons;

to test the developed proposals and recommendations in practice and to draw the obtained results for statistical analysis.

the use of textbooks in the lessons of the native language of primary school determines the development of students' comprehension of the text, reading literacy;

textbooks are based on the fact that they can develop students' skills of logical thinking, comprehension, observation and practical application;

the effective use of textbooks in the analysis of texts of different styles is determined by the formation of students' speaking competence at the level of international requirements;

special assignments leading to educational dictionaries are confirmed to be a means of forming speech competence in primary school mother tongue education.

a system of assignments will be introduced, which will allow effective use of textbooks in the educational stages;

a system of tasks will be developed and put into practice in general secondary schools, which will allow students to use spelling and pronunciation dictionaries, which will develop their skills in the formation of literary pronunciation skills, independent thinking, effective use of the native language;

non-traditional assignments developed using educational dictionaries are intended to increase students' vocabulary, which is the basis of fluent speech, as well as the formation of feelings of patriotism and national pride;

the research results can be used to create new DTS and curricula based on a competency-based approach, as well as textbooks.

In this regard, it is necessary to cite the opinion of H. Bakieva on the use of textbooks in primary school:

The results of the research on "Development of speaking skills in primary school students through work with textbooks" will be applied to the process of teaching the mother tongue in the general secondary education system.

Observations have shown that the selection of exercise materials to be included in the native language textbooks of primary school is based on the following criteria:

- exercise materials are of a connected text nature;
- ensure and strengthen the acquisition of language skills;
- relevant to the life and age of students;
- reflects the development of the period;
- to be connected with the subjects taught at this stage of education. ”

H. Bakieva also notes that the observations on the problem do not go beyond the requirements of the exercise in the lesson plans and syllabi of teachers, do not reflect the meaning of words, do not pay attention to work on the semantic aspects of words in questions and assignments.

In this regard, special attention should be paid to the development of speaking skills through work with dictionaries in primary school, the creation of dictionaries "Spelling", "Pronunciation" and explanatory dictionaries for schoolchildren, especially primary school, the main part of today's teaching methods. is forming. If the student does not work with dictionaries, whether native or foreign, there will be no positive change in their speech, because the occurrence of unfamiliar words in communication, conversation or reading does not allow to fully understand the content of the studied text. In addition, dictionaries play an important role in the development of students' speaking (literary pronunciation), writing (spelling) skills.

Thus, among the teaching aids prepared for primary education, of course, the presence of educational dictionaries, in particular, spelling, pronunciation and explanatory dictionaries, is a basic educational tool for the development of speaking skills. It should also be noted that the use of multimedia, illustrations in the creation of educational dictionaries further increases the effectiveness of the lessons.

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