



Methods and Methodological Guidelines for the Development of Student Speech

Zaripova Maftuna Bahromovna

A. Qodiriy in the name of JDPU External section, "In preschool and elementary schools, teacher of the "distance education" department

Annotation: Language development is a process characterized by great inter-individual variability. In fact, each child develops his language according to his age and abilities. However, experts identify some key steps that must be taken for the harmonious development of language and communication skills. Accordingly, new methods are developed. This, in turn, encourages the ability to fully express the speech.

Keywords: Speech, methods, children's development, listening.

Introduction: An important point to consider is that language development not only opens the way for a child to be able to express himself freely and to enter into new relationships more quickly. This is evident during school. It is interesting to note that the moral and speech processes developed during the school period did not leave their influence in the future. Therefore, in the 1st-4th grades, the speech process of students is formed in the primary grades, and as a result, the reality has its influence. Our main goal is to develop positive moral qualities in students and increase their speech activity using various methods. As everyone knows, first of all, it starts with the development of letters, syllables, sounds, listening to words and similar simple aspects. It involves listening, recognizing different sounds (discrimination), affects the entire set of skills, such as motor skills, cognitive skills, effective development. The development of the child's expressive and communicative skills is considered important. At birth, a child has the ability to distinguish the sounds of all languages of the world. But from 6 months, he loses this ability for languages other than his own, only continuing to perceive the sounds of his native language as different. A newborn baby prefers the mother's voice and face, and the main method of communication at this age is crying. By the way, it is natural to ask a reasonable question, why we aimed to express about the primary classes in the proverb, but we started from the birth process of the child.

The reason is that we do not have the right to develop methods for the child's development without first knowing in what speech process he actually developed. Now let's go to highlight the main content of the article.

3-6 months The child begins to have the ability to follow the gaze and share touching situations. Social smile develops, that is, the ability to respond to the smile of adults. This is the age when the child begins to produce vocalizations.

6-8 months Canonical lallation appears, that is, the repetition of syllables made of the same consonant (for example, ba-ba-ba, ma-ma-ma). Lallation production is not the same for all children, but it is an important indicator for later language development. 8-10 months Lallation varies from canonical. That is, the child learns to repeat syllables with different consonants (ba-ma-la). This stage of speech development is very important.



It has been observed that children with a stronger strangled voice have a wider vocabulary. The child begins to use intentional pointing gestures to show or ask. The first gesture patterns also appear (social gestures such as saying hello, kissing).

Around 8-10 months, a child can understand one word. From first words to vocabulary explosion (12-18 months)

At 12 months, the child expects the first words with representative movements. This is a gesture that symbolically expresses an object or action (gesture to sleep, drink). In the first year of life, the first words (from 0 to 10 words) also appear. These are words associated with familiar people and things or ritual activities. They are mainly represented by nasal sounds (/m,n/) and explosive sounds (/p,b,t,d/). The child begins to understand short sentences and simple commands.

12-18 months

There is a gradual expansion of vocabulary until the 50 word limit is reached at about 18 months. From this moment, the so-called vocabulary explosion stage begins. The child understands that an object corresponds to each word (called the principle of orientation) and that through language he can influence the world around him. Therefore, from 18 months, the acquisition of new words is much faster. At this stage, the child is interested in the names of things and begins to use them. At this age, the child is not yet able to use sentences, on the contrary, he produces phrases, that is, single words that contain the meaning of the entire sentence.

Sentences, verbs, adjectives, articles: the development of morphosyntax (18-36 months)

18-24 months

Progressive vocabulary expansion to reach 150/200 words in 24 months. The increase in vocabulary, in turn, allows the development of morphosyntax, that is, the ability of the child to combine two words to form sentences. In fact, at this age, the first form of a sentence appears, which is defined as a telegraphic language, that is, a combination of two words without articles, conjunctions and complex verbal forms (for example, mamma pappa). 24-30 months

The ability to pronounce sounds is mature, fricative sounds appear (/ f /, / v /, / s /). In addition to the expansion, the vocabulary becomes more and more diverse. It is enriched not only with nouns, but also with verbs and adjectives.

The child's vocabulary reaches 500 words. We also witness the development of morpho-syntactic skills, in fact, the child begins to develop simple sentences consisting of a subject and a verb. 30-36 months From the point of view

the ability to recognize speech sounds;

to distinguish them from each other in terms of hearing and perception;

understanding its meaning from a cognitive-linguistic point of view;

production of speech from a tool-praxic point of view;

communicate and communicate with each other through the use of language.

What are the stages of language development?

perceptual development

Not everyone knows that the hearing ability to recognize speech sounds is acquired already in the womb.



In fact, in the last trimester of pregnancy, the sense of hearing is completely mature, and the fetus is connected to the world of breathing, noise and a special sound: the mother's voice. In this regard, studies show that when the mother talks to the fetus, the baby's heart rate decreases, which promotes relaxation, synaptic connections and early language skills. Further research confirms that in the first week of life, a newborn baby prefers to listen to language sounds rather than non-language sounds. This means that the child's nervous system tends to distinguish the sound aspects inherent in speech.

Thus, from birth to 6-10 months: the child knows how to recognize the universal sounds of the language, but does not yet know how to distinguish between them and one language and another; From 6-10 months to 18-24 months: the child begins to distinguish sounds in his own language, so he loses the ability to recognize others who are different from him; From 18-24 months to 5-6 years: the child gradually begins to distinguish more and more significant differences in discrimination between words.

Articular development

Word production is NOT sudden: a child can communicate even before learning to speak. Therefore, to fully understand the development of language, it is important to know the communicative development that precedes and prepares the emergence of language. 0-2 months: the baby communicates his mood and needs for hunger, heat, pain or sleep by crying;

2-6 months: the child begins to produce the first vocal sounds with modulated and variable emissions or in response to the words of the parents. In this way, the child establishes a relationship with the other, which is called proto-conversation. During this period, a smile has a communicative value, is aimed and directed at specific people or things, and is no longer associated with a general state of well-being. It goes by the name SOCIAL SMILE; 6-8 months: humming or canonical lallation appears, that is, the child begins to repeat the same syllable (MA-MA-MA) several times. From the canonical lallation, we pass to a variety in which the child adds different consonants and vowels, even different from each other (MA MO TO);

8-10 months: the child begins to use deictic or performative gestures (give, show, demonstrate what is available in the context) to express communicative intent. Later, through the gesture sign, referential gestures appear that express something even when it is not present in the context (greeting by opening and closing the hand, making the baby food gesture by bringing the hand to the mouth). During this period, the child begins to understand words with a single context;

12-18 months: the child begins to develop the first words, up to a vocabulary of 50 terms, now gives them the correct meaning: for example, he knows to call his mother as soon as he says "mama". This period marks the transition from the prelinguistic gesture stage to the purely linguistic stage. The first terms are related to reference numbers (mom, dad) or ritual actions (pappa, nanna). Usually the first acquired sounds are nasals (/m/, /n/) and stops (/p/, /b/, /t/, /d/) because they are easier to form from an articulatory point of view;

18-24 months: the repertoire of words gradually expands, leading to an explosion of vocabulary (about 300 words at 24 months). Vocabulary growth allows language to begin grammatical development, that is, the ability to put words together to form a sentence.

Grammar development

Pre-syntactic stage 19-24 months: the child begins to make sentences consisting of one words in a row;



Telegraphic phase 24-30: consecutive words are shortened, leaving room for simple sentences, in which functional categories are still omitted (preposition, article, pronoun, etc.);

Grammatical stage 30-36 months: sentences are increasingly longer and more complex, organized according to grammatical rules (time and causal functions appear, etc.).

Grammatical development can be considered to be developed during school age, but the expansion of vocabulary remains in constant evolution throughout life. The problem of speech development in primary school is one of the most important. Richness of metaphors, synonyms, adverbs and descriptions in children's speech is a rare phenomenon today. And for a child, good speech is the key to successful learning and development. Unfortunately, he notes that many children come to school with a low level of speech, do not know how to correct a sentence, do not speak a monologue, make mistakes in the context of incorrect writing, but substitution.

Often the speech is concise, dry, devoid of image and brightness. Learn to speak clearly and grammatically, have a well-trained voice, learn to express your thoughts orally and in writing, learn to express your feelings using different intonation tools study, observe speech culture and develop the art of communicating with others. Therefore, one of the most important tasks at the current stage of student education is the development of speech. Therefore, the teacher has the task of teaching children to feel the word, to compose sentences, to understand the text (theme, idea, structure). This task should be solved not only in Russian language and literature classes, but also in other classes, as well as outside time. Oral and written speech skills are formed in a child under the influence of many factors.

Therefore, it creates useless conditions for children's speech activity, communication, and expression of their thoughts. Special attention should be paid to enriching students' speech with personal linguistic tools, preventing and eliminating language deficiencies, and acquiring pronunciation and speech tools. Application of methodological development, innovative methods, technologies. These methods are effective means of speech development and help to achieve maximum success in flying training. Innovative methods, technologies, methods do not require much effort on the part of the teacher or the child, optimize the development of children's speech and contribute to the comprehensive development of the individual.

In order for children's habits to be better learned and strengthened, it is necessary to change the way of conveying any information to children. The main idea of the innovative approach is that my teacher should develop initiative and research skills.

What does it mean? This means that the proposed material and ready-made video give the child the opportunity to try and choose a suitable option. To do this, we must adhere to the broader tasks of speech development:

support of children's initiative;

forming an active attitude and interest in voice speech;

to develop children's ability to reflect and experiment with such a word

Solving these problems will help the use of innovative technological technology of speech development:

Problem learning

Game technology

Computer technologies



creating a speech

Project method

Problem-based education includes the development of speech in children's experimental research activities, the use of problematic speech situations in working with children. Problem speech situations are used in various oral didactic games (situations where a child takes the place of an adult and tries to draw his own conclusions based on experience). This is the next task for the ability to see problems.

Medicines:

"See the world through someone else's eyes"

"An artist's composition is the name of another character"

"Story Composition Using This Ending"

"How much is an item worth"

"Name me as more signs of preference" and so on.

At the same time, the child plays an active role in receiving and processing information: hypotheses and checks, problematic questions.

Development of speech creativity:

An example of the role-playing game "Young Environmentalists" in the lesson "The World Around Us": a situation is played when a child eats ice cream and quietly throws garbage into the water.

Game technology

In the classroom and in extracurricular activities, game technologies that perform a communicative function are used. Six helps the child learn to communicate. The game is a special form of communication, cooperation, team that brings the child's interests and capabilities to a higher level - to the level of thinking, creative personality. You can also use various forms of games, exercises, funny stories, drawings, with the help of which students will get acquainted with a certain game situation. Crosswords, quizzes, puzzles and intellectual games are no less useful for developing speech.

Game technologies are a component of pedagogical technologies. Computer technologies are also important for development because they have some advantages: the presentation of information on the computer screen is interesting and positive. Moino provides illustrations or storyboards to develop speech on the screen. Working options for the development of coherent speech using ICT Making sentences from words according to a picture, according to a scheme, according to base words Mastering oral and written speech as a means of reflecting reality and reacting to it is the main function of the individual is a distinguishing feature. Any of his activities, including educational, is carried out with the help of speech.

The power of speech manifests and shapes children's intellectual abilities, their emotional-volitional and moral qualities, subject knowledge, skills and skills form the concept of "general development". Thus, on the one hand, speech is a tool for the general development of children, real speech activity, and on the other hand, it is an indicator of the effectiveness of work on their development and correct speech activity. Therefore, one of the most urgent problems of modern primary education is the development of speech of young students. Speech is the basis of all mental activity, a means of communication. Skills formed in the process of comparing requirements, classifying, systematizing,



generalizing, and acquiring knowledge are also manifested in speech. Logically clear, demonstrative, figurative oral and written speech

A student is an indicator of his mental development.

Speech development is a necessary component of the content and a link that connects and unites all parts of the primary course of the mother tongue. Work on the development of speech in primary grades is based on the following directions:

work on the sound side of speech;

vocabulary (enrichment, clarification and activation of vocabulary);

work on sentences and phrases from the point of view of speech development;

develop coherent speech.

Coherent speech is characterized by semantic, structural and linguistic connection of fragments. The main unit of connected speech is the text (speech statement, speech message). In many modern local psycholinguistic studies, the text is considered as a form, the result of speech activity. Expressions of different levels of complexity and meaningful meaning formation are the main features of the text - semantic integrity (integrity), connection. Conditions for the development of the speech of young students:

➤ **formation of the need for speech, increasing speech motivation;**

to form and demand the desire to express one's thoughts and feelings a certain organization of the communicative-active approach study;

➤ **the presence of a meaningful basis for the statement, which includes work on it expand and clarify children's ideas about the world around them;**

➤ **learning the language tools that children need to create a specific language text, to develop the ability to select and use these tools depending on the state of communication.**

Speech sentences analyzed and created by students are possible represents types of text such as narration, description, reasoning.

each of them differs in content with certain characteristics, structure and language.

Forms of systematic work on the development of the speech of young students

children are communicative - speech skills that can be combined into groups

depending on content, structure and language:

the ability to understand the topic of the text and determine its boundaries;

the ability to select and organize material according to the topic or main idea; main idea;

the ability to predict the content of the text by its title, as well as name the text according to its content;

the ability to divide the text into logically complete parts;

the ability to highlight the main idea of the text and make a text plan;

the ability to distinguish key words, phrases and sentences;

to be able to use phonetic, lexical, syntactic wealth



language; the ability to recognize the meaning of unfamiliar words. Above, the most effective methods that help to organize an effective lesson process and, most importantly, increase students' speech activity, were expressed.

Summary. As a general rule, the development of speech activity in elementary school students not only increases their ability to freely express their opinions and is of great importance in their appearance as a person in the life of society, therefore, increasing their vocabulary, using various abilities develops usage characteristics. The development of a person as a complete person is closely connected with the activity of speech. However, the development and expression of a person's worldview is evaluated by the degree to which speech activity is developed. In fact, if we pay attention to the lesson process, children look for a solution to the same problem or problem in different ways and express their opinion. This requires a different approach to them.

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