



FORMING STUDENTS' SPEECH CULTURE IN STORYTELLING LESSONS IN PRIMARY SCHOOL

Ollaberganova Sanobar Khamidovna.

Urgench State University, Faculty of Pedagogy, Head of the
Department of "Methods of Primary Education". F.f.n.,
Dots.

Bobojonova Nazokat Davronbekovna

Urgench State University, Faculty of Pedagogy, teacher of
"Methods of Primary Education".



Annotation.

Enriching children's vocabulary, developing connected speech, developing literary and aesthetic thinking, forming a culture of speech and ensuring the effectiveness of speech are important in organizing the methods and ways of shaping students' speech in primary education. factors and methods are reflected.

Keywords:

Dictionary, speech, connected speech, story, expressive reading, word meaning, synonym, antonym. words and phrases, antonymic relationship phraseological unit with words (phrase)

The content of mother tongue teaching in schools is in line with the task set by the state for schools at the current stage of development of society. These tasks are multifaceted, and their implementation is aimed at raising the consciousness of students, giving them ideological, political, moral, aesthetic, labor education.

In the primary school curriculum, mother tongue and reading are said to be important factors in enriching children's vocabulary, developing connected speech, developing literary and aesthetic thinking, forming a culture of speech, and ensuring speech effectiveness. These tasks are also integrated into elementary school storytelling. It is well known that storytelling lessons also focus on students' proficiency in their mother tongue. Because language is a means of communication, the speaker expresses his thoughts through language, and the listener expresses his thoughts through language. Knowledge of a language is not only the mastery of its grammatical rules and definitions, but also the practical use of the rich potential of the native language, that is, the ability to express one's thoughts correctly, clearly and competently orally and in writing. To achieve this, in storytelling lessons, special attention should be paid to the text of the story and its dictionary content. The methodology takes into account the meaning, pronunciation and spelling of the word in the dictionary. To do this, the teacher must carefully consider the meaning of each word used in the story text in the storytelling lessons and determine which ones require special work. When working on words and phrases in the text of a story, first of all, their correct pronunciation and spelling are taught. Then, based on examples, its content is revealed. Expressive teaching helps them to fully understand the meaning of terms.

One of the most important tasks in the formation of students' speech culture in primary school reading lessons is to improve the work on the text of the story and its vocabulary, to

organize, separate and justify its main directions, to manage the process of enriching students' vocabulary.

The student dictionary will be enriched and improved on the basis of the following sources. Learn new words and phrases in the text of the story. In the process of reading stories, students learn the names and phrases of many things and events, as a result of methodological work, their knowledge is deepened, and the meaning of some words is clarified. After all, works of art are the most reliable source for enriching students' vocabulary and speech. In the reading lessons, students Oybek, G'. Gulom, H. Tokhtaboyev, N. Fozilov, R. Bekniyoz, A. Qahhor, P. Momin, Sh. They read the works of many masters of words, such as Sadulla, F. Musajonov. They learn the Uzbek language with the help of high artistic images. In the reading lesson, children's vocabulary is also enriched with words on specific topics. They are humble, kind, sweet-spoken, kind, expressing moral concepts in their vocabulary; truthful, brave, courageous, courageous; many words like hardworking are added. As they work on the text, they learn polysemous words, synonyms, figurative words, and some phraseological combinations.

Storytelling lessons with the help of special methodical works help to master many words and terms; children learn words that represent object, sign, action, number, order; in these lessons, students' vocabulary is regulated and clarified; they begin to use the words they have learned in their speech, and as a result, their vocabulary becomes more active. In addition, the teacher's speech is a source of enrichment and improvement of students' vocabulary. Stories are a very useful tool for enriching vocabulary. Explaining the meaning of words in elementary school storytelling enriches students' vocabulary, enhances speech, and builds a culture of speech. Explaining the meaning of a word should take very little time and should not distract students from the main topic of the lesson. To do this, the teacher identifies the words that need to be explained in preparation for each lesson, the most convenient ways to explain it, and where to explain them in class. Some words that children encounter for the first time in the text of the story and do not know the meaning of are explained before reading the text.

Working on the meaning of a word while reading a story expands students' vocabulary, improves their speech, and opens the door to a culture of speech.

It is well known that synonyms are words that express a common concept (meaning) that is pronounced differently. Working on synonyms for some of the words in the story also helps to develop students' speech and skills to use the words correctly. It is known that synonyms differ from each other in terms of additional meaning, emotional color, use. The word big, great, great, great, great, majestic, majestic, huge, majestic, majestic, giant, giant is a synonymous series, and the word big means a broad concept and can be used both for a concrete concept and for an abstract concept. Among the words sky, blue, sky, and gardun, gardun is an obsolete word used only in an artistic style.

Synonyms enrich the language lexically, so it is important to work with synonyms: the more synonyms in the dictionary, the more expressive the language. Uzbek is a language rich in synonyms.

It is well known that in elementary school, mother tongue lessons do not provide theoretical information about synonyms, but the concept of synonyms is formed through practical exercises. Working with synonyms begins elementaryly in 1st grade: students find a synonym for a given word and explain how to say it differently; In grades 2-3, students are taught to find and say 2-3 synonyms for a given word. It is a good idea to do this systematically in storytelling lessons as well.

Working on antonyms is also important in shaping speech. Words that have opposite meanings are called antonyms. Antonyms are common in symbolic words. There is also an antonymic relationship between the word and the phrase (lazy - as if there is a fire in the heart). Elementary students will be introduced to antonyms. Finding the antonyms of the words in the text to reveal the characters of the story makes the lesson interesting. For example, in the study of

Mirkarim Asim's story "Devotion to the Book" one can find antonyms for the words death, king, permission. Apparently, enriching students' vocabulary with synonyms and antonyms when reading stories helps them express themselves clearly, fluently, and expressively.

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