DEVELOPING SPEAKING SKILLS IN PRIMARY CLASSES

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ABSTRACT
This article describes the ways in which reading qualities formulate correct, quick, conscious, expressive reading skills and new approaches to eliminating the speech deficiencies of students.

KEY WORDS
Speech growth, elementary education, reading qualities, correct reading, conscious reading, expressive reading, speech shortcomings, struggle for speech

INTRODUCTION
In the current period aims are to train high-quality and comprehensively advanced personnel, to educate them as mature cadres of the world standards level in harmony with the modern world. That’s why a lot of attention is paid to the educational process saying in a word to Higher and Secondary Education. As a vivid proof of my opinion, I can quote the decree of our President PD 1875 “On Measures for Further Improvement of The Foreign Language Learning System”.[1] Within the framework of the implementation of the law of the Republic of Uzbekistan "on Education" and the national program of training of personnel, a system was created the formation of a modern, educated, modern-thinking young generation aimed at harmonious development, further integration of the Republic into the world community.

MAIN PART
During the years of independence, more than 51.7 thousand foreign language teachers were trained, multimedia textbooks on English, German and French for 5-9 classes of secondary schools, electronic resources for Learning English in primary schools were prepared, and more than 5 thousand audio classes were equipped in secondary schools, vocational colleges and academic lyceums.

At the same time, the analysis of the current system of organizing the study of foreign languages shows that educational standards, curricula and textbooks do not fully meet the modern
requirements, in particular, the demand for the use of advanced information and media technologies. Education is conducted mainly in traditional methods. The organization of continuous learning of foreign languages at all stages of the educational system, as well as improving the skills of teachers, as well as providing them with modern educational and methodological materials, is subject to further improvement."

From this it can be seen that the radical reform of all types of education was taken as the main goal. The 1st stage of the course is the organization and improvement of preschool education and primary education work. In the development of Education, great attention is paid to preschool education and primary education, these areas are also undergoing tremendous changes because this stage of education is considered the foundation of general secondary education and therefore it is not surprising to focus on this stage. The stronger the foundation, the more durable the building will be. In fact, the basis of education is pre-school education and primary education; therefore, work in these areas, practical processes must be clearly defined and planned in advance. Children who come to the primary class are brought up in different environments and come to the 1st Class with different skills, so we can also observe some shortcomings in them. Working with such children will certainly give the teacher a little trouble, if not less. For example, some children may suffer from the pronunciation of some letters, while some may not recognize the letter at all. Therefore, the teacher must be able to formulate in the course of the lesson as a separate person for each student. But even then, some children still feel alienated by feeling themselves as strangers. The teacher practically applies his master's psychology, talking with the child determines his character and temperament. Due to the character and temperament of the child, he organizes the educational process in such a way that it suits the student. The question may arise as to why we should carry out such work in the process of primary education. To this question, I would like to highlight the main works that are carried out in the primary classes; in the primary classes it is precisely the stage of preparation for the subjects of mother tongue and literature, which is studied in the later stages of general secondary education in the subjects of mother tongue and reading, which is the main. In this, again, the question may arise: Why do we have to fight for speech by skipping speech-building exercises in the primary classes. The answer to this question is its own known. The great Alisher Navoi says: “The difference of man from other beings is his language”[2] that is, speech is one of the main factors that distinguishes man from other beings. There is such a proverb in our people: «language is the key to the soul". Our people did not say this proverb in vain, the fact is that the language is a guarantee that all affairs will be good or bad. This is felt even when
we focus on those around us. Who knows what is saying, that at the place of his affairs all are in his place, and who cannot even speak the word furiously, that his affairs have gone back we can see. Therefore our people did not even say for nothing that “one hundred coins worth a thousand coins worth a work”. More attention is paid to the fact that the struggle for speech is conducted more in primary education than in other stages of education. Because first of all speaks clearly and fluently without being caught up in other stages of education, when elementary schoolchildren can speak fluently from a young age. The second Elementary School student sees his teacher as an excellent person and does what he says without words. The third is that the beginner class is the basis of education, so it is desirable that everyone started the work from the beginning. When we get acquainted with each of the textbooks of the primary classes, we are given separate exercises for reading and developing speech not only in the native language, but also in other textbooks. But the fact is that in the lessons of reading and native language, a lot of oral exercises are given, and a lot of attention is paid to the oral speech of the reader. For example, take the exercise 204 on the 2-nd grade (theme: words that denote the action of a person and something) in the class of the native language textbook: condition of the exercise: read and continue, write down your thoughts and draw two straight lines under the words that denote the action.

"What kind of humanity a person is known from his attitude towards animals..." [3]

DATA ANALYSES

After reading the text of this exercise, students should continue the exercise by explaining their thoughts. But students will have difficulty continuing without the help of a teacher. Therefore, the teacher can act as follows: what kind of person a person is known from his attitude to animals...The teacher who read this text to the students: Kids! What do humans differ from animals? Then the pupils may answer: with consciousness, with speech, or with another answer. And the teacher approves the opinion of the pupils, yes, children! Of course, with human consciousness it is different from animals, which means that we must have a conscious attitude to animals-he may say, and can again address the pupil questions. For example, what animals do schoolchildren know? And the pupils can say cows, calves, sheep, goats, dogs, rabbits and other animals. The teacher shows the following pictures will ask more questions:
Kids! What do you see in these pictures?

- we see, a rabbit, a cat, a dog, a cow and a horse a teacher.
- Yeah, kids! Tell me, what color is the rabbit, what kind of animal is he?

-The color is yellow, it runs fast, fox always eats it.

-How about the animals in the next two pictures?
- Dog with a cat
- Are they friends with each other?
- They don't. They constantly fight with each other. The dog will chase the cat, and the cat will run away.

-How are the children’s kittens in the picture? It’s so thin, so small, What do we have to do with it?
Teacher, we must take care of him, take care of him.

-Yes, of course, we must take care of it and take care of it. Let’s make a name for the cat: we put it as a Mittivoy or Moshkhon?
- Teacher, let’s put it as Mittivoy.
- Why do we put it as Mittivoy?
- Teacher, because he is small, they can answer like this.
Note: students can also give undeniable answers to the questions they are being asked. For example, we do not put a Mittivoy, because we put a name on our cat as an Oppogoy-I can also say. said that the teacher should not resist the student's knowledge and should approve his / her own opinion or the opinion of other children if he / she is giving different information. The most important thing for us is the growth of students ' speech and their independent thinking, and of course, at the end of the lesson, the teacher will be able to express the speech of the students, to connect the speech and to the mountain in terms of grammar and syntax encourage them depending on the structure. Here we can use the following visual aids:

Motivation is considered a convenient way to evaluate students and motivate them to research, study. Because every pupil would like to get a good praise from his teacher and would like to strive for it. In such lessons, the teacher can use the technological map as follows:

<table>
<thead>
<tr>
<th>Organizational unit:</th>
<th>5 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)greeting</td>
<td>1 min</td>
</tr>
<tr>
<td>b)checking presence</td>
<td>2 min</td>
</tr>
<tr>
<td>c)political minute</td>
<td>2 min</td>
</tr>
<tr>
<td>Main part:</td>
<td>35 min</td>
</tr>
</tbody>
</table>
The lesson parts described in blue on the technological map above are exactly the parts that correspond to the recommendations given above. Therefore, the teacher should pay special attention to these parts in the course of the lesson. A similar lesson is continued and the oral speech of the students is grown. In the above dialogue: caring, caring words and verbal understanding that small and dwarf words are synonymous with each other are passed and written in the dictionary notebooks.

If we pay attention to the conditions, then in the first place is given attention to the oral speech of the students, that is, the oral speech of the students is developed by reading and continuing. In subsequent terms, their thinking framework, that is, emphasizes the independent thinking of the students. It will serve to strengthen the knowledge of students on this topic by drawing to the bottom of the words that denote the action. Or take exercise 3 (subject: divided verbs and verbs) in the textbook for grade 3 of mother tongue: condition of exercise: read. Determine the verbs with and without division. Move. Draw two lines on the bottom of the verbs with and without divisions. Tell them the difference. Write "verbs" and verbs without.

"Ozoda is studying on the third grade. She is never late the lesson. Ozoda keeps school supplies well in order. She is doing homework independently. Ozoda helps others." [4]

This exercise also focuses on the comprehensive development of the students as above and the size of the exercise is also slightly expanded, taking into account the age characteristics and previous knowledge of the students.

**CONCLUSION**

Basically, poems, proverbs, tongue twister are given texts in textbooks for the developing of children's oral speech. For example, tongue twister“ in winter yogurt has hardened” that has elements that make the reader's speech first and the art of alliteration (alliteration is one of the types of poetic art, using the same sound at the beginning of the word melodic. this will attract the reader through the melody).
In conclusion, one of the factors that make a person like a person is speech. The more clearly it is, the more beautiful and charming the person will be. The teachers and educators’ main goal is developing and formation of it.

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