

METHODS OF DEVELOPING STUDENTS' ORAL SPEECH

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Annotation: Developing oral speech in children is for their future process of great importance. This process is at a different stage for each child will pass. Develop students' speaking skills in this article advantages and methods are described in detail. Also, this article explains some methods with examples.

Key words: oral speech, oral language, visual methods, verbal method, practical methods, dactyology (hand alphabet), mother tongue.

It is known that it is the responsibility of students and speech therapists to eliminate speech defects of their students. It is necessary to check the child's speech and study the causes of speech disorders in order to determine the pronunciation deficits. For this purpose, each child fills out a speech check sheet and determines which sounds he pronounces correctly or incorrectly. Speaking is teaching conscious reading, speaking and writing, providing knowledge about the language that is appropriate for the age and understanding of students, increasing their vocabulary, developing attention and interest in the speech of others, book aims to instill a love of reading. Some children not only mispronounce sounds, but also cannot distinguish between them. Such defects in speech create significant difficulties for children in mastering lessons. In such cases, a speech therapist will need the help of training.

Oral language is the system through which we use spoken words to express. knowledge, ideas, and feelings. Developing oral language, then, means. developing the skills and knowledge that go into listening and speaking—all of. which have a strong relationship to reading comprehension and to writing.¹

The formation of the necessary speech skills in children of the middle age group requires many repetitions (for example: in the education of accurate sound pronunciation, in the use of words of a certain grammatical form in speech, in creating a visual story based on a picture, memorizing a poem during removal). Each repeated material should arouse interest in children and attract their attention. During speech training, the child speaks by himself, listens to the tutor's explanations and the answers of his friends. But in four-year-old children, the ability to tell a story on a topic or listen to the speech of peers is just beginning to form. The educator must always take these features into account when planning and conducting training.²

There are several classifications that are used by experts to eliminate speech defects in their students. According to one of them, all technologies for the development of students' speech are usually divided into three groups:

- visual;
- oral;
- practical.

Visual methods are divided into direct and indirect. Direct observation primarily includes observation and its varieties - excursions, inspection of premises. Indirect methods allow teachers to introduce children to something using visual aids: toys, photographs, paintings, filmstrips, feature films, models.

¹ The St. Johnsbury School St. Johnsbury, Vermont. Oral Language Development. Kindergarten - Grade 3.

² D.R.Babayeva. THEORY AND METHODOLOGY OF SPEECH DEVELOPMENT. (Textbook). –T.: «Barkamol fayz media», 2018, – 94 p.

A verbal method of speech development is, for example, reading and retelling a literary text. This also includes stories, summarizing conversations, and memorizing texts. If we are talking about working with young children, then along with verbal methods, visual ones are also used: showing drawings, toys, photographs.

Practical methods of speech development are aimed at improving speech skills and abilities. Examples include a variety of didactic games, dramatizations, as well as many types of creative activities: drawing, design, modeling - if this involves communication between the child and the teacher.

Another classification distinguishes, depending on the nature of the child's speech activity, reproductive and productive methods of speech development. The first are based on the restoration of speech material: memorization, retelling close to the text, dramatization games based on literary works. The second involves the development of speech creativity and teaching the child to construct his own coherent statements: creative retelling, generalizing conversation, narration.

The communication process has five steps: idea formation, encoding, channel selection, decoding and feedback.³

According to experts, the means used to improve speech skills include:

- communication – both between children and between a child and an adult;
- fiction;
- cultural language environment;
- teaching native speech and language in the classroom;
- various types of art - theater, cinema, music.

Dactyology (hand alphabet) is used in the early stages of teaching oral speech. This thing serves only as an auxiliary tool as children pronounce and master sounds. Artistic works written at a high level affect children's successful mastering of speech norms (norms), the development of the ability to feel the emotional aspects of the language, and the formation of intonation expressiveness of oral speech. It is advisable to use the speaking-conversation method to activate children's vocabulary. Through this method, the child learns to use the words in the dictionary appropriately, to make sentences correctly. In this case, the teacher uses methods of relying on natural objects and their models (toys, pictures) in small groups, and word didactic games in large groups.

The most important means of speech development is communication. This is not just an exchange of information between several people, because as a result of communication, social experience is acquired, decisions are made, plans are made and implemented. It also leads to mutual influence of people on each other, develops skills of empathy and mutual understanding. A child's speech is formed in the social environment in which he exists and is determined by many factors, including his needs. It has long been noted that the presence of an adult stimulates the use of speech. Related to this is the advice that mothers and fathers are often given: talk to your children more.

An important means of speech development is play. It stimulates communication, serves interaction between children or between a child and an adult. Many technologies aimed at correcting speech deficiencies widely use gaming methods.

The leading role of all classes in the mother tongue classes in the elementary middle school is the development of speech, which includes the tasks of teaching literacy, developing fine writing skills, and expanding the range of thinking. In these lessons, it is necessary to aim for more practical goals, to form the skills of using language resources in speech, to think

³ Guffey, M., Loewry, D., & Griffin, E. (2019).

creatively, and to educate students' language sensitivity. Regular training of their oral speech will provide practical help in appropriate speech and writing. For example, the games "Who is sensitive", "What is it", "Say your name". These types of exercises are conducted in order to check and strengthen how well students have mastered a new letter after learning it. The teacher types the letters on the board in a certain order, and after reading them, the students take turns in the lesson. Then the letters are changed without the children noticing. At the same time, students' sensitivity and ingenuity are evaluated and encouraged. Thus, in each lesson, regardless of the topic, it is our first task to ensure students' conscious, fluent, correct and expressive reading, and to strive to improve their speech. helps students to demonstrate, analyze and consolidate the knowledge they have acquired throughout the year, to develop oral speech, and to develop the ability to remember. It is known that speech is related to thinking, therefore it is inextricably linked with thinking. Grows flawlessly. Logical methods such as analysis, synthesis, comparison, and generalization are used in the lesson for students to consciously understand the work read, to understand the main content and idea. Different work methods are used in the analysis of the read work. Children tell the main characters of the story, draw up a schematic plan of the work under the guidance of the teacher (node, climax, solution).

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