

SPEECH FLUENCY – LANGUAGE COMPREHENSION**H. Shukurova**

Senior lecturer of JSPU

H. Narzullayeva

1st year student

Annotation

This article presents methodological recommendations for the formation of children's speech in the 1st grade of native language lessons in primary schools, didactic games suitable for lessons on the topic "Sounds and letters", didactic issues on the organization of written work.

Key words

language, knowledge, thinking, sounds, native language, letters, people, children, pronunciation

“The key to language is the companion of thought and the decoration of man,” said Beruni, absolutely right. Language is the most important means of communication between people, and it is expressed through sounds. However, only primary school teachers know the difficulty of teaching a single language. The foundation of language development begins with teaching sounds and letters. Sounds and letters are first taught in the alphabet book, and then they are taught in native language textbooks, and we want to give our own opinions on how they are taught in native language textbooks in the article. Our primary school teachers teach about sounds and letters from the 1st grade native language textbook. This native language textbook provides brief and child-friendly information about sounds and letters. The better the teacher teaches sounds and letters, the better the child will learn them. For this, the teacher must teach the correct pronunciation of sounds, that is, to pronounce vowels longer and consonants shorter.

When teaching sounds, it is necessary to use a purely literary language, a bookish language, without using dialects. “How do we teach this process?” The question arises, and to answer this question, we turn to Sharofat Yuldasheva's 1st grade native language textbook, published by Novda Edikeshin Publishing House in 2023, and provide information about them. It is worth noting that when we teach sounds and letters, if we do not first give children good information about sounds, the child will not be able to learn the letter. In order to teach sounds, we pay attention to their pronunciation, and the pronunciation must be clear and distinct.

For example, dear children, when people speak, the process by which their words come out of their mouths consists of sounds. Sounds are divided into vowels and consonants. Vowels do not encounter any obstacles when they come out of our mouths. Therefore, the longer we lengthen vowels, the longer they are pronounced. For example, in our Uzbek language, there are 6 vowels, these are the sounds “a, o, u, i, e, o’”. Each of these sounds has its own pronunciation. For example, the sound “o” is different from the sound “o’”, the sound “e” is different from the sound “i”. It is worth noting that children come from different places to receive education. Among them, there are those who pronounce the sound “o’” as “u” and the sound “e” as “i”. Such children need to be taught how to pronounce sounds properly. This is because our alphabet contains not only vowels, but also consonants. When we pronounce these sounds, the air coming out of our lungs encounters an obstacle, which makes them different from vowels. There are 23 of these sounds, and they are “b, d, f, g, h, g’, j, k, l, m, n, p, q, r, s, t, v, x, y, z, ch, sh, ng”. Another difference between vowels and consonants is that vowels are prolonged in pronunciation, like a-a-a. Consonants are not prolonged, like “b”. Now we have learned the sounds. I want to tell you that vowels can occur several times in our words. For example: the sound a can occur in different places in a word. It can occur at the beginning of a word, like a’lo,

a'yon, or in the middle of a word, like hayol, daftar, or at the end of a word, like runka, khana. We need to teach children to find the place where the sound comes, and for this we need to show the children several examples. Now I will test you: write down an example of the letter "o" coming at the beginning of a word, in the middle of a word, or at the end of a word.

I will give one example each. I will give the word "mother" as an example of the word that comes at the beginning of a word, "hayol" as an example of the word that comes in the middle of a word, and "davo" as an example of the word that comes at the end of a word. Now, if you give me such tasks to give children such words as examples, the children will hear and know where this sound comes from. The reason for hearing is that if the children's hearing ability is well developed, when the teacher gives dictations or written assignments, the teacher's pronunciation of the sounds in the word will form the skill of writing a correct dictation based on the pronunciation of the word coming out of the child's mouth. For example, if the teacher says "nature", the student writes "t-a-b-i-a-t". If the teacher says "nature", the child writes "t-a-b-i-a-t" incorrectly. If he says "school", he writes "m-a-k-t-a-b". If the child says "maktap" incorrectly, the child writes it incorrectly as "m-a-k-t-a-p". Or if the child says "hadith" incorrectly, the child writes it incorrectly as "x-a-d-i-s". If the child says "hadith" correctly, the child writes it correctly as "h-a-d-i-s". Therefore, the teacher must pronounce the word correctly when pronouncing it. Often, a child may have a problem with alternating the "h" throat consonant and the "x" deep lingual back consonant. The teacher must explain this difference to the children and teach them how to pronounce these sounds. How can we teach this? For example, when pronouncing the deep lingual consonant "x", it should be shown in pronunciation, and when pronouncing the throaty consonant "h", it should be explained that this sound is formed in the throat. If the teacher pronounces the word ehtirom softly, we can see that if the child pronounces the throaty consonant as extirom, he writes the deep t back consonant. We can give many examples of such words.

For example, if the words ehson, hadiya, hovli, hukum, homotsi, karta, keresah have a throaty consonant, we can pronounce them harder if they have a soft deep lingual consonant, and teach children to distinguish them from each other.

Below we will give examples of didactic games on this topic.

1). Which sound does it start with?

·Purpose of the game: To teach children to distinguish the initial sound

·Organization of the game: The teacher arranges pictures of 5-6 objects (apple, cat, book, bread, doll, pen), etc.

·Teacher! "What is this?" Shows a picture of an apple

·Child: Answers: Apple

The teacher asks: What sound does an apple start with?

Child: Answers: With the sound "o".

This is how all the pictures are worked on.

·End of the game: The child who answers the most correctly is declared the winner.

·Result of the game: Children learn to distinguish sounds, determine the initial sound of words and pronounce them.

2). Catch the sound game:

·Purpose of the game: To develop children's ability to distinguish sounds, attention and quick thinking.

·Game organization: There will be a place for each child to sit in the classroom. The teacher chooses a sound at the beginning of the game. For example, the sound "s".

·Game conditions: The teacher says to find a word that contains the sound "s". Children say words such as cup, clock, board, shadow, sound, page, captain, Salim. The child who says the most is given a point.

·Game end: A game is played for each sound and the results are announced.

·Game result: Children learn the skills of listening to distinguish sounds and finding sounds in words.

3) Letter race:

· Purpose of the game: To increase children's ability to recognize letters, use them correctly, and remember them.

Game organization: Cards with letters are glued to the board. The group is divided into 2 teams.

· Game conditions: The teacher must find the first letter in the word and bring it from the board.

· Game progress:

For example: The teacher says <child>. A child from the row runs and brings a card with the letter . The team that finds it quickly and correctly wins.

· Game end Points are counted after all the words are said.

· Game result: Children learn to quickly recognize and remember letters, and to associate them with words.

4). Hear and find the sound.

· Purpose of the game: To develop sound distinction in children by hearing, phonemic hearing.

· Game organization: The teacher prepares cards with 5-6 words written on them, for example: flower, pear, apple, pomegranate, clock, house, fish, snake. Children sit in a circle.

· Game conditions: The teacher says a certain sound. For example: the sound "l". Children must raise their hands when they hear this sound.

· Game progress: The teacher says the words one by one. For example: if he says apple, the children do not raise their hands. If the teacher says tulip, the children must raise their hands. Thus, he shows all the words one by one. Whoever finds the most gets points.

· Game end: At the end of the game, the child who gives the most correct answers is declared the winner.

·Result of the game: Children learn to distinguish sounds by hearing, develop attention and listening skills.

5). Find the missing letter!

Purpose of the game: To form the skills of recognizing letters, reading and completing words correctly.

·Organization of the game: Words are written on the board with some letters dropped.

·Conditions of the game: Children must find the missing letter and form the correct word.

·Game progress The teacher shows words on the board, and the child says words such as apple, book, notebook, cup in full. The child who finds them first is awarded a point.

·Game end When all the words are found, the child who gives the most correct answers wins.

·Game result: Children acquire the skills of reading words, placing letters and understanding the composition of words.

6). What sound did we hear!

·Game goal: To teach children to distinguish between the sounds "x" and "h" in pronunciation.

·Game organization: The teacher seats the children in a circle.

·Game conditions: The teacher says words in turn. For example: everyone, dough, bag, yard, room, air, imagination, hadith.

·Game progress: children listen carefully and raise their right hand if the word contains the sound "h". If the sound "x" is present, they raise their left hand.

·Game end: The child who answers the most correctly wins.

·Game result: Children learn to distinguish sounds by listening.

7). Game name: "Sound run"

Game purpose: Actively learn to distinguish sounds by pronunciation and listening.

·Organization: In the classroom or on the field, signs are hung in two corners: "B" and "P".

·Game conditions: The teacher says a word (child, coat, knife, grandfather, tomato).

·Game progress: Children run to the appropriate corner depending on the sound in the word.

·End of the game: Whoever runs the most correctly is the winner.

·Result of the game: Learning to associate sounds with movement is memorable.

8). Name of the game: "Baskets with sounds"

·Purpose of the game: Strengthening the ability to distinguish the sounds B and P in words.

·Organization: Two baskets (or boxes) are placed on the table: one is written as "B", the other as "P".

·Game conditions: Pictures are placed on the table: tomato, cucumber, cotton, child, knife, grandfather, coat.

·Game progress: The child takes the picture and throws it into the correct basket depending on what sound is in the word.

·End of the game: The child who places it correctly is encouraged.

·Result of the game: The skill of distinguishing sounds is strengthened.

9). Game name: "Write correctly, win a star!"

·Purpose of the game: To teach how to write words correctly.

Organization: The teacher writes several words on the board with errors: For example: library, notebook, village, school, lesson.

·Game conditions: Students find the error and say the correct spelling (librarian, notebook, village).

·Game progress: Each student who finds the correct spelling is given a star

·Game end: The child who collects the most stars wins.

·Game result: The skill of identifying spelling errors and writing correctly is formed.

10). Game name: "Word builder"

·Purpose of the game: To make the correct word from letters.

·Game organization: Mixed letters are given on the cards: For example: k, i t, o, b,

·Game conditions: Children must make the correct word from these letters (book).

·End of the game: The child who makes the most words wins.

·Result of the game: Word formation, spelling and letter order are strengthened.

In conclusion, it is worth noting that the development of children's speech is certainly the task of future primary school teachers.

The better we develop children's speech, the more fluently, clearly, and simply the child will express his thoughts. Taking into account the importance of sounds in speech activity, if we follow the recommendations given above, the quality and effectiveness of education will increase and the child will become educated.

REFERENCES USED:

1. Sh.D.Yuldasheva Ona tili 1-sinf darsligi Toshkent Novda Edit taiment nashriyoti
2. B.Boltayeva-"Tog'ri rivojlangan nutq-samarali ta'lim asosi, Fan ta'lim va amaliyot majmuasining dolzarb muammolari Toshkent 2020-yil
3. H,Shukurova "Til tafakkur mahsuli"- Fan ta'lim majmuasining dolzarb muammolari Toshkent 2021-yil