

**DEVELOPING SPEECH THROUGH TEXT WORK IN PRIMARY
SCHOOL CLASSES*****Sotiboldiyeva Shokxista Jaloliddin kizi****Senior Lecturer, Tashkent University of Applied Sciences**e-mail: sotiboldiyevash@gmail.com****Turgunboyeva Fatima Vakhobjon kizi****Student, Tashkent University of Applied Sciences**e-mail: fatimaturgunboeva6@gmail.com*

Annotation:For primary school students, the language learning process is important not only for mastering grammatical knowledge, but also for the formation of oral and written speech. This article analyzes in detail the issue of developing students' speech potential through working on the text.

The text is a didactic tool that serves as a basis for students' free expression of their oral and written thoughts, as well as for the construction of figurative and logical speech. Therefore, in the primary education system, working on the basis of the text is an integral component of the teaching process and plays a special role in developing students' speech.

The article also shows the importance of the criteria for selecting the text, namely, age appropriateness, vocabulary, artistic and moral content. By working on the basis of the text, students increase their language skills, consciously master grammatical units, and strive to express their thoughts independently. This develops their general thinking, analytical and critical thinking skills.

Keywords: working on the text, primary school, oral speech, written speech, language teaching methodology, speech development, pedagogical activity, educational process, text selection, methodological approach.

Annotatsiya:Boshlang'ich sinf o'quvchilari uchun til o'rganish jarayoni nafaqat grammatik bilimlarni o'zlashtirish, balki og'zaki va yozma nutqni shakllantirishda ham muhim ahamiyatga ega. Ushbu maqolada aynan matn ustida ishlash orqali o'quvchilarning nutqiy salohiyatini rivojlantirish masalasi atroflicha tahlil qilinadi.

Matn o'quvchilarning og'zaki va yozma fikrini erkin bayon etishga, obrazli va mantiqiy nutq qurilishiga asos bo'ladigan didaktik vosita sifatida namoyon bo'ladi. Shu sababli, boshlang'ich ta'lim tizimida matn asosida ishlash dars jarayonining ajralmas komponentlaridan biri bo'lib, o'quvchilar nutqini o'stirishda alohida o'rin tutadi.

Shuningdek, maqolada matn tanlash mezonlari, ya'ni yoshga moslik, lug'aviy boylik, badiiylik va axloqiy mazmuni kabi jihatlar muhimligi ko'rsatib o'tiladi. Matn asosida ishlash orqali

o'quvchilar til boyligini oshirib boradi, grammatik birliklarni ongli ravishda o'zlashtiradi hamda fikrini mustaqil ifodalashga intiladi. Bu esa ularning umumiy tafakkurini, tahliliy va tanqidiy fikrlash ko'nikmalarini rivojlantiradi.

Kalit so'zlar: matn ustida ishlash, boshlang'ich sinf, og'zaki nutq, yozma nutq, til o'rgatish metodikasi, nutqni rivojlantirish, pedagogik faoliyat, ta'lim jarayoni, matn tanlash, metodik yondashuv.

Аннотация:Для учащихся начальной школы процесс изучения языка важен не только для усвоения грамматических знаний, но и для формирования устной и письменной речи. В данной статье подробно анализируется вопрос развития речевого потенциала учащихся посредством работы над текстом.

Текст является дидактическим средством, которое служит основой для свободного выражения учащимися своих устных и письменных мыслей, а также для построения образной и логической речи. Поэтому в системе начального образования работа над текстом является неотъемлемой составляющей процесса обучения и играет особую роль в развитии речи учащихся.

В статье также показана важность критериев отбора текста, а именно: возрастной соответствия, словарного запаса, художественного и нравственного содержания. Работая над текстом, учащиеся повышают свои языковые навыки, осознанно осваивают грамматические единицы, стремятся самостоятельно излагать свои мысли. Это развивает у них общее мышление, аналитические и критические навыки мышления.

Ключевые слова: работа над текстом, начальная школа, устная речь, письменная речь, методика обучения языку, развитие речи, педагогическая деятельность, образовательный процесс, отбор текста, методический подход.

INTRODUCTION

Mother tongue instruction in primary school plays a vital role in developing students' thinking, teaching them to think independently, understand others' opinions correctly, and express their own thoughts clearly and logically in both oral and written forms. This subject also contributes to strengthening children's ability to communicate with society.

The mother tongue lesson should not be viewed merely as a subject that provides linguistic knowledge. Rather, it must be seen as a tool that integrates the entire content of primary education, and that fosters core thinking and speech activities. This approach is a significant factor in enhancing the effectiveness of primary education.

Since one of the main priorities of the "Mother Tongue" curriculum is precisely the development of speech, the teacher is required to have strong knowledge and methodological preparedness in this direction. On the one hand, the teacher must clearly define the speech competencies that need to be developed in students, and on the other hand, they must fully understand what types of exercises and tasks should be used to cultivate these competencies.

In other words, every teacher has a key responsibility to understand what kind of speech activity should be formed during the process of acquiring grammatical and orthographic knowledge and to know the effective methods for doing so. In this process, each language unit

and rule should be taught in relation to communicative speech, and methods based on active student participation should be applied.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

Through working on texts, it becomes possible to develop students' creative thinking skills. Such activity enhances their cognitive abilities, broadens their perception of the world, and guides them toward independent thinking. The more texts a student reads, the more developed their oral and written speech becomes; and through understanding the content of texts, their way of thinking, worldview, and skillful use of language tools improve.

Encouraging students to think creatively is one of the most important educational tasks at the current stage. In this process, learners acquire skills such as figurative thinking, clear and expressive speaking, appropriate use of linguistic resources, and selecting the most optimal option among available choices. In particular, teaching them to effectively use the rich possibilities of language in accordance with communicative contexts holds great importance.

At the same time, the mother tongue lesson provides broad opportunities for the development of aesthetic and cultural thinking in students based on national values, customs, and traditions. Through mother tongue education, students gain skills in independent thinking, logically forming their ideas, and clearly expressing them in both oral and written speech.

During lessons, the main focus should not be limited to the theoretical aspects of language structure but should also aim to enhance students' vocabulary, the ability to select words and phrases appropriate to communicative situations, and the skills to express their thoughts clearly and fluently. This activates students' thinking and fosters a creative approach.

As the linguist A. Hamroyev emphasized, by integrating elements of the cognitive-pragmatic approach into mother tongue education, it is possible to develop students' intellectual activity, strengthen their capacity for independent thought, and increase the overall effectiveness of the educational process. This lays the groundwork for students to acquire knowledge consciously, deeply, and systematically¹.

By conveying the meanings of words to students in a clear and understandable manner, their creative thinking is developed. A child's speech begins to form during the preparatory stage for school education through communication with adults, enabling them to grasp and correctly perceive others' thoughts. The child is capable of understanding the information they hear and see, and can present their own information in a specific sequence. Thus, a stage of thinking emerges. In general, mother tongue textbooks must be rich in exercises and texts that generate a need for words and expand students' vocabulary. Lexicology should be made an integral component of every language level, and each lesson should begin with text analysis and end with text creation. Only then can it be said that the main goal of mother tongue education has been achieved — the students' speech development is ensured, they are taught to speak beautifully, concisely, and fluently in accordance with speech situations, and they are introduced to the science of verbal art.

¹ Sobirova M. Increasing the student's vocabulary in the process of working on the text. Language and literature education. Tashkent. 1998. Issue 1. 38 p.

Working with texts is considered one of the most effective methods for developing the speech of primary school students. To achieve this, their oral and written speech must be developed simultaneously. When working with a literary text, these requirements should not be forgotten. Organizational and methodological tasks aimed at developing students' creative thinking and creative writing skills should be carried out primarily during the process of reinforcing the lesson and when giving guidance for homework.

Teaching students to create texts in mother tongue lessons serves as the main goal for improving their speech skills and abilities, and it is achieved through word work, sentence work, and text work. When teaching any topic in the mother tongue, the teacher must train students in creative thinking and organize work focused on expressing ideas in both oral and written forms. Texts play a unique role in teaching students to think creatively. By reading expressively and studying the meaning of texts, primary school students develop both their speech and creative thinking. When each student reads a text and then expresses their thoughts about it, their speech develops and their ability to think creatively continues to take shape.

DISCUSSION AND RESULTS

In every country's education system, ensuring the development of children's speech is regarded as an essential and integral direction. In particular, in Uzbekistan, developing students' speech at the early stages of the continuous education system — namely preschool and primary education — has been defined as one of the key areas of pedagogical activity.

In today's modern, information-oriented society, the new demands placed on the education system — especially the formation of an innovative environment and the need to develop human capital — require the younger generation to be nurtured into well-rounded individuals with high intellectual potential. In this process, expanding students' speech abilities and forming their skills in communication, as well as expressing their thoughts independently and logically, holds special significance.

Today, the development of speech is viewed not only within the scope of language instruction but also as a means of forming personal, social, and cultural competencies. This further increases the necessity of establishing consistent and purposeful speech development practices in primary education. Therefore, methodological approaches aimed at improving speech activity in the educational process are being enhanced, and a system of tasks and exercises based on working with texts, activating oral and written speech, is being widely applied in lessons.

CONCLUSION

Taking into account the special importance of developing students' speech in educating well-rounded individuals capable of independent thinking, it is necessary to implement systematic efforts from the very beginning of primary education aimed at fostering independent thinking and improving students' coherent speech to the required level. In primary school reading lessons, it is essential to organize speech development activities through text work based on fundamental pedagogical principles.



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