



**THE SIGNIFICANCE OF PRONUNCIATION AND SPEECH DEVELOPMENT
OF PRIMARY CLASS STUDENTS THROUGH FOLK ORAL CREATION**

Olimova Nilufar Kasimjon kizi
Teacher of the Fergana State University

Abstract:

In the content of the pedagogical process aimed at developing the pronunciation and speech of elementary school students through folklore, it is a complex interactive quality of the student, personal qualities, self-work and self-speech. represents abilities such as being able to demonstrate.

Key words: speech, intonation, game, pronunciation, speech organs, folklore, retelling, memorization, conversation.

Speech is the process of speaking and its result. Speech is one of the highest, complex, spiritual tasks of a person. Speech is a specific function of a person that occurs as a means of mutual exchange of ideas between people in the process of social work. A person mentally perceives existence thanks to word signaling, that is, speech. There are speech organs involved in the formation of speech sounds in the human body, they are: active speech organs - tongue, lips, soft palate, passive speech organs - teeth, hard palate and nasal cavity.

It is known that in the course of teaching, the pedagogue is always in individual and group communication with students. Criticizing, telling, pointing out, and singling out students' moral deficiencies in primary school is a dangerous process. Because at this time, students will have fully understood the concept of "I". Harsh reprimands and wrong criticism can lead to the violation of good relations between students and the humiliation of that student. Therefore, the teacher should, first of all, comply with the requirements of pedagogical etiquette, strive to preserve the human value and reputation of students.

The importance of folk art in the development of children's speech is great. That's why the 4th grade reading book includes the section "Fairy tales - leads to goodness". In the textbook of native language and reading literacy of the 1st and 3rd grades, several fairy tales, narratives, proverbs and riddles are presented.



It is useful to connect speech development methodology with economic education. In this, words such as household, honesty, solidarity, cooperation, thrift, profit, loss, helpfulness, respect and honor are effectively used.

The work of developing students' speech is related to enriching their vocabulary. The more words students know, the more fluently they can speak. He can talk to his interlocutor on a pleasant and necessary topic.

The state educational standards provide for teaching students to respect other people's opinions, to improve their ability to understand the text, express their opinion orally and in writing. The science of winter literacy is an important process not only of education, but also of the entire educational system.

Speech is a means of expressing thoughts, through which a person can express his thoughts and views. In addition, we evaluate the inner world and level of knowledge of a person based on his external speech. So, first of all, it is necessary to acquire knowledge. In the development of the speech of elementary school students, not limited to methods such as memorization, retelling, explaining the meaning of words and conversation, but also the use of game technology, an interesting activity that is useful for students. It is the key to reach the intended goal and high results faster. Because the game is a type of activity that takes the main place for small school children. Here are some examples of games that can help students improve their speaking skills:

“Speech, text from sentences”

Students are given cards with mixed words. Pupils combine the words on the given cards to form sentences. Those students whose sentences are structured beautifully and meaningfully will be collected and again united into 2 or 3 groups and will compose a content-enriched text with the participation of the sentences in their hands. This will determine the winning group. Identified winners will be awarded or rated "Excellent".

When we play this game, we can see that students' internal knowledge is polished, and their oral speech becomes fluent and deep. Vocabulary increases. The ability to think creatively and independently grows.

“I know the opposite”

This game challenges students to learn a lot of vocabulary. It helps students to increase their agility and become fluent. In the game, the teacher writes down a number of nouns, adjectives and adverbs and reads them to the students in turn. The student must say the



opposite of the given word. Students are not allowed to write and read again. For example, like mahir-rihom.

“Find the excess”

In this game, students are divided into groups. It is appropriate to divide into 2 or 3 groups. The first group counts 5-6 different things to the second group. The second group finds and determines the surplus in terms of subject and content. This is how the game continues. The group that does not give the task or does not find the answer is defeated. For example, apples, pomegranates, pears, quinces, dates, etc. This game helps students to grow verbally and develop their worldview.

“I know a lot!”

Cards with different pictures are distributed to students. The student who can tell the most information about the picture on the given card is the winner. For example, Student is a multitasker. He loves his teacher. He reads a lot. He likes books. He will have many friends, etc.

Bu o'yindan ko'zlangan maqsad o'quvchilarni kichik maktab yoshidanoq o'z fikrini o'tkaza oladigan, bermalol, qo'rqmasdan fikr yuritadigan va o'z fikriga ega mustaqil shaxs qilib tarbiyalashdir.

“Who knows?”

Students stand up. The teacher starts the game. First, he says a word, that is, he says a word that is close to each other and connected. For example, a book-notebook, a pencil. Then he throws the ball in his hand to any student. This is how the game continues. The student who can't find it will sit in his place. The student who remains at the end is considered the winner.

The purpose of this game is to increase the vocabulary of the students, develop their speaking skills, and teach them to love our mother tongue.

“I have a super memory”

It will be more effective if this game is played with more 3rd and 4th graders.

Pupils are given the task of describing their school, street or house. Students are given a certain amount of time. When the time is up, you will be asked to write it in the form of a statement. In this way, the students who have the most beautiful pictures and who were able to observe the development of events will be identified and awarded.

This game encourages more students to love, honor and value their country, family or neighborhood.



The above games mainly increase students' interest in the lesson, help them develop their speech and enrich their pronunciation. Through games, students' vocabulary increases and their ability to think independently grows.

References

1. Abobakirova, O. (2020). INTERPRETATION OF THE PERIOD AND HEROES IN UZBEK CHILDREN'S STORIES. *Theoretical & Applied Science*, (5), 821-825.
2. Gafurova, M. (2021). Intellectual and Cognitive Activities of School Pupils. *The American Journal of Social Science and Education Innovations*, 3(2), 447-450.
3. Gafurova, M. A. (2021). Developing Cognitive Activities of Primary School Students based on an Innovative Approach. *International Journal of Multicultural and Multireligious Understanding*, 8(10), 236-242.
4. Gafurova, M. A. (2023). Development of Cognitive Activity of Elementary School Students in Mathematics Lessons. *Global Scientific Review*, 14, 35-39.
5. GULRUXSOR, X. (2020). KREATIV PEDAGOGIKANING ENG MUHIM JIHATLARI VA YUTUQLARI. "ЯНГИЛАНАЁТГАН ЎЗБЕКИСТОНДА ФАН, ТАЪЛИМ ВА ИННОВАЦИЯ УЙЎУНЛИГИ", 348-350.
6. Jo'rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 1(9), 220-224.
7. Jo'rayev, V. T. (2020). The role and advantages of distance courses in the innovative educational system. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
8. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
9. Khusanova, G. T. K. (2021). VERBAL CALCULATION AND MENTAL ARITHMETIC IN PRIMARY SCHOOL. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(11), 34-37.
10. Mukhtoralievna, Z. S. (2022). INFORMATION TECHNOLOGIES IN EDUCATION. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 162-165.



11. Mukhtoralievna, Z. S., & Odilovna, B. R. (2023). AGE AND PSYCHOLOGICAL AND PEDAGOGICAL BASES OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN. *Open Access Repository*, 4(2), 763-767.
12. Mukhtoralievna, Z. S., & Salimovna, R. M. (2022). HISTORY OF UZBEK FOLK GAMES. *Innovative Technologica: Methodical Research Journal*, 3(10), 191-198.
13. Mukhtoralievna, Z. S., & Tavakkalovna, A. G. (2022). History of Information Technologies in Education. *Spanish Journal of Innovation and Integrity*, 6, 359-363.
14. Muxtoraliyevna, Z. S., & Odilovna, B. R. (2023). MAKTABGACHA YOSHDAGI BOLALARDA MULOQOT MADANIYATINI RIVOJLANTIRISHNING ASOSIY TUSHUNCHALARI VA XUSUSIYATLARI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI, 3(4), 147-152.
15. Nilufar, Olimova. "XALQ OG 'ZAKI IJODI VOSITASIDA BOSHLANG 'ICH SINFI O 'QUVCHILARINING TALAFFUZI VA NUTQINI O 'STIRISH TEXNOLOGIYASI." *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI* 2.11 (2022): 416-423.
16. Ortikova, Z. (2019). TO DEVELOP STUDENTS CREATIVE THINKING. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 1(9), 224-229.
17. Ortikova, Z. (2020). MECHANISMS OF PREPARING ADOLESCENTS FOR SOCIAL RELATIONS IN THE ERA OF GLOBALIZATION. *Theoretical & Applied Science*, (2), 661-664.
18. Qizi, Olimova Nilufar Kasimjon, and Maftuna Alijonova Mahammadjon Qizi. "The interest of junior school age students and their impact on speech performance." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.10 (2021): 1861-1864.
19. Qizi, Olimova Nilufar Qosimjon. "Ways To Work with Difficult Sounds in The Pronunciation of Younger Students." *Journal of Pedagogical Inventions and Practices* 1.1 (2021): 91-93.
20. Urinboyevna, E. Y. (2021). Classification of Integrative Education. *International Journal of Culture and Modernity*, 11, 162-164. 23.



21. Urinboyevna, E. Y. (2021). Theoretical Bases of Integration of Educational Process. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 57-61. 24.
22. Urinboyevna, E. Y., & Shahruza, R. (2021). About Gender Equality and the Process of Ensuring It. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 54-56. 25.
23. Valijonovna, K. I. (2022). THE CONCEPT OF ENVIRONMENTAL COMPETENCE AND ITS STRUCTURE. *Gospodarka i Innowacje.*, 22, 29-35.
24. Valijonovna, K. I. (2022). UZBEK LANGUAGE GENERONIES ASSOCIATION. *Modern Journal of Social Sciences and Humanities*, 4, 397-400.
25. Valijonovna, K. I., Rakhmatjonovich, T. D., & Mukhtoralievna, Z. S. (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
26. Valijonovna, X. I. (2022). Improving of Motivation for Studying in Primary School. *European Multidisciplinary Journal of Modern Science*, 6, 131-137.
27. Zanjabila, A. (2022). FEATURES OF MOTIVATION TO LEARNING ACTIVITY IN JUNIOR SCHOOL CHILDREN. *Gospodarka i Innowacje.*, 22, 20-24.
28. Zokirov, M. T., Zokirova, S. M., & Dadabayeva, S. S. (2021). About The Influence Of The Uzbek Language In Rishtan Tajik Dialects Of Ferghana Region. *Turkish Online Journal of Qualitative Inquiry*, 12(4).
29. Абобакирова, О. (2014). Особенности развития речи у дошкольников. *Актуальные проблемы гуманитарных и естественных наук*, (6-2), 76-78.
30. Абобакирова, О. Н. (2016). Особенности наглядно-образного мышления у детей с общим недоразвитием речи. *Молодой ученый*, (4), 734-736.
31. Абобакирова, О. Н. (2018). Формирование у старших дошкольников эстетических чувств средствами кукольного театра. *Молодой ученый*, (18), 148-150.
32. Гафурова, М. А. (2022). МЕТОДЫ И ФОРМЫ ОРГАНИЗАЦИИ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ НА УРОКЕ МАТЕМАТИКИ В НАЧАЛЬНОМ КЛАССЕ. *Scientific Impulse*, 1(5), 598-602.
33. Ортиқова, Z. N. (2019). ОИЛАДА БОЛАЛАРНИНГ ИЖТИМОЙИЙ-АХЛОҚИЙ СИФАТЛАРИНИ ШАКЛЛАНТИРИШ ОМИЛЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 395-397.



34. Ортиқова, З. Н. (2019). SOCIO-ECONOMIC QUESTIONS OF CHILDREN IN THE FAMILY Factors for making statements. Scientific Bulletin of Namangan State University, 1(11), 335-337.
35. Хусанова, Г. (2022). Kichik maktab yoshidagi o'quvchilar so'z boyligini oshirishning pedagogik-psixologik asoslari. Современные тенденции инновационного развития науки и образования в глобальном мире, 1(4), 232-235.