

PEDAGOGICAL-PSYCHOLOGICAL BASIS OF SPEECH-RELATED PROBLEMS AMONG PRIMARY SCHOOL STUDENTS

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Abstract

As is known, children's speech arsenal does not have enough vocabulary to express new concepts, ideas, and feelings learned at school. The main task facing schools in this regard is to expand students' ideas about the world around them, to increase their vocabulary, develop their speech and thinking, and logical thinking. The article discusses the need for a child to master the use of words in various forms in speech before entering school, both in the family environment and in preschool educational institutions, in order to express his interests and needs.

Keywords: Experience, test, artistic, expressiveness, coherence, consistency, classification, awareness, special, developmental, speech arsenal, skill, grammar, generalization, classification, systematization, formation of conclusions.

Introduction

ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ПРОБЛЕМ С РЕЧЬЮ У УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

Аннотация:

Как известно, речевой арсенал детей не обладает достаточным словарным запасом для выражения новых понятий, идей и чувств, усвоенных в школе. Главная задача, стоящая перед школами в этом отношении, – расширение представлений учащихся об окружающем мире, увеличение их словарного запаса, развитие речевого и логического мышления. В статье обсуждается необходимость для ребенка овладеть использованием слов в различных

формах в речи до поступления в школу, как в семейной среде, так и в дошкольных образовательных учреждениях, чтобы выражать свои интересы и потребности.

Ключевые слова: опыт, тест, художественный, выразительность, связность, последовательность, классификация, осведомленность, особый, развивающий, речевой арсенал, навык, грамматика, обобщение, классификация, систематизация, вывод.

МАКТАБЛАРНИНГ БОШЛАНГИЧ СИНФ ЎҚУВЧИЛАРИ ОРАСИДА УЧРАЙДИГАН НУТҚ БИЛАН БОҒЛИҚ МУАММОЛАРНИНГ ПЕДАГОГИК – ПСИХОЛОГИК АСОСЛАРИ

Аннотация:

Маълумки, болаларнинг нутқий арсеналида мактабда ўрганиладиган янги тушунчаларни, фикрларни, мактабга келган кундаги ҳиссиётларини ифодалаши учун сўз захираси етишмайди. Бу борада мактаб олдида турган энг асосий вазифа ўқувчиларни атроф-олам ҳақидаги тасаввурларини кенгайтириш асосида ўқувчиларнинг луғат бойлигини ошириш, нутқ, тафаккури ва мантикий фикрлашини ўстиришдан иборат эканлиги тадқиқот марказида турибди. Мақолада бола мактабга келгунга қадар оила муҳитида, мактабгача таълим муассасаларида кизиқишлари ва эҳтиёжларини ифодалаш учун зарур бўлган сўзларни гап таркибида турли шаклларда қўллаш намунасини ўзлаштирган бўлиши зарурлиги борасида сўз боради.

Калит сўзлар: тажриба, синов, бадий, кўргазмалик, мувофиқлик, изчиллик, таснифлаш, онглилик, махсус, ривожлантирувчи, нутқий арсенал, кўникма, грамматика, умумлаштириш, таснифлаш, тизимлаштириш, хулосалар.

INTRODUCTION

Before a child enters school, he or she has mastered the pattern of using the words necessary to express his or her interests and needs in various forms in the structure of speech in the family environment and in preschool educational institutions. However, the child's speech arsenal does not have enough vocabulary to express

the new concepts, ideas, and feelings learned at school. The most important task facing the school is to enrich the vocabulary of students, develop their speech and thinking, and logical thinking based on expanding their ideas about the world around them.

LITERATURE ANALYSIS AND METHODOLOGY

The research materials of D.Nurkeldieva "Thinking begins with speech", Z.I.Romanovskaya "Razvitie rechi i myshleniya v sisteme obucheniya akademika" and J.Musaev's literature entitled "Development of students' independent thinking potential", S.Matchonov and H.Gulomova's "Speech culture", Z.Nishonov's "Teaching independent thinking" were widely used in the discussion of this research. The scientific-theoretical foundations of achieving the harmony of speech and thinking in the development of students' speech, the current state of work on speech, the scientific-methodical and didactic requirements for it are discussed in these research works.

The tasks set out in the Law of the Republic of Uzbekistan "On Education" and the speech of the President of Uzbekistan Sh. Mirziyoyev at the solemn ceremony dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan on the topic "The rule of law and ensuring human interests are the guarantee of the country's development and people's well-being" served as an important methodological basis for covering the topic[1]. While the Law "On Education" sets out a number of priority tasks, the issues of improving the future of the country and people's well-being, expanding human interests by ensuring the rule of law, and leaving a bright future for future generations play an important role in the President's speech.

DISCUSSION. In the system of continuous education, native language education aims to enrich students' speech with lexical units in order to develop their ability to express their thoughts orally and in writing, to achieve their mastery of the grammatical forms of literary and artistic language, and to ensure their mastery of the grammatical structure of words in speech. To achieve this goal, it is necessary to develop a system of special lexical-semantic exercises, adhere to such principles of education as expressiveness, coherence, consistency, moving from simple to complex, awareness, and development [2].

The main task of native language education in primary grades is to develop students' speech and thinking through exercises organized in various methods and content [3].

The primary method of logical thinking is analysis. The ability to analyze language phenomena begins to form in preschool age. It develops based on the program from primary grades.

Although analysis and synthesis are closely related in language teaching, it is quite difficult for students to generalize the knowledge acquired based on the analysis of exercise texts. Synthesis is rarely found in educational practice. Because logical analysis is usually carried out not separately, but as an integral part of other educational and cognitive activities (generalization, classification, systematization, formation of conclusions). The combination of analysis and synthesis serves as the basis for defining concepts [4].

During the literacy period, students look at the pictures before reading the texts in the “Alifbe” textbook, they have a certain idea about the objects, events and situations depicted. Then the teacher gives them the task of composing a speech or a short story based on the picture.

Questions asked on the content of the text develop students' logical thinking skills. Increase their attention and observation to reading. Due to the nature of the content, the texts in the “Alifbe” textbook, pictures depicting objects and subjects are a source of enrichment of students' speech during the literacy period.

Many words are repeated and strengthened not only in literacy lessons, but also in other subject lessons. Therefore, we believe that speech development exercises should be increased several times, since they are interconnected with other subject lessons such as mathematics, fine arts, labor, and the world around us. In the process of experimental work, it was observed that recommending 6-7 words instead of 3-5 words to be included in the oral speech of students in one lesson during literacy training has a positive effect. In order to achieve efficiency in this regard, it is necessary to develop a repetition system in all subject classes. Observations showed that in the 2nd semester, inter-subject communication lays the groundwork for intensive preparation of students to learn their mother tongue, and for successful mastering of the knowledge provided in the program.

The scientific-theoretical foundations of achieving the harmony of speech and thinking, the current state of work on speech, the scientific-methodical and

didactic demands placed on it play an important role in the development of students' speech. In speech development:

- harmony of language and thinking;
- distinctive learning of language and speech in the continuous education system;
- formation of knowledge, skills and competences that ensure the integration of speech and creative thinking in native language classes;
- issues of consistent development of speech knowledge, skills and competences in coherence and continuity, in connection between the levels of the mother tongue, are of great importance.

A word is the basic unit of language, through which we name things and phenomena around us [5]. According to the explanatory dictionary of the Uzbek language, a word is the most important language unit that has its own phonetic shell, serves to name objects, events, processes, persons, signs and quantities, characteristics, actions and states, connections and relationships, has an independent lexical meaning, and is also used in various grammatical meanings and functions. In primary grades, methods for explaining the meanings of words are selected based on the place of the word in speech in expressing thought, and its use in speech in various meanings and functions[6].

If the teacher finds the meaning of the words introduced into active speech and explained in the “Explanatory Dictionary of the Uzbek Language” together with the students, and then sets homework to explain the meaning of some words, and encourages them to explain the meaning in groups, it will be easier to teach independent work [7].

“Practical virtues and habits are formed in two different ways: the first way is through satisfying words, encouraging and inspiring words, habits are formed, skills are created, and a person’s enthusiasm and aspiration for a profession are transformed into action,” wrote Farabiy[8].

CONCLUSION

Although the Law on Education also states that the main principles of state policy in the field of education are the continuity and consistency of education, and education within the framework of state educational standards, observations have shown that in primary education, lexical and grammatical exercises in the content and form of work on words and phrases to develop students' speech and thinking in native language lessons have not been perfected as a system.

This situation is evident both in the questions and assignments of native language textbooks, in methodological manuals, and in the activities of teachers. Didactic materials in the native language are extremely scarce, and even those that exist cannot be considered to be created at the required level in terms of content. The lack of correct determination of teaching methods, the implementation of only the conditions for exercises in the textbook in teaching the native language, and their failure to meet the requirements for developing speech and logical thinking skills, negatively affect the practical mastery of the language by students.

The National Program for Personnel Training clearly defines the tasks of developing and implementing effective forms and methods of spiritual and moral education and educational work of students, and primary education creates a solid foundation for subsequent stages of continuous education. However, in language education, the lack of attention to such methods of intellectual activity that develop thinking as analysis - synthesis, comparison, identification, generalization, justification and conclusion is one of the painful points in achieving harmony of language and thinking. However, students, using these methods, divide the expressed speech into utterances, utterances into words, words into syllables and sounds, and from these elements they get a holistic idea of the word.

During the experimental-test period conducted on the research topic, it was observed that the following methods were used to explain the meaning of the word:

1. Showing the thing, sign, action that the word expresses.
2. Describe and illustrate the subject and its sign-action by showing a picture.
3. Analyze the word by dividing it into its constituent parts.
4. Select synonyms.
5. Explain the meaning of words based on literary texts.
6. Explain the meaning of words using antonyms.
7. Explain the meaning of words with the same form in the composition of word combinations.

Suggestions for research: 1. Methods for explaining the meaning of words are selected depending on the level of knowledge of students and the characteristics of the word being explained. 2. If the vocabulary work is organized on the basis of grammatical framework, students will easily master the meaning of the word.

3. The more often a newly learned word is used in its composition, the more students will remember it and will have no difficulty using it in speech.

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