

SPEECH DEVELOPMENT OF STUDENTS IN MOTHER LANGUAGE CLASSES OF PRIMARY CLASS

Ozodova Madina Hamzayevna

Bukhara State University Department of primary education foundation doctoral student

Abstract. Language, speech, and communication are important factors in the development of students' speech. This article discusses the importance of speech, the role of native language classes in the development of oral and written speech skills, and the factors that form the culture of speech and communication.

Key words: speech, communication, speech, mother tongue, speech resources, educational cooperation, student, teacher.

Students' knowledge, skills, and abilities related to their mother tongue are the main means of their educational work. In order for students to acquire reading skills, first of all, they need to master the riches of the mother tongue in a comprehensive way. Because the riches of speech develop not only the speech of the students, but also their intelligence. A person cannot fully participate in the life of society, establish an atmosphere of mutual cooperation in the daily social activities and production process, and master the art and cultural resources unique to his people without mastering the riches of speech characteristic of his native language. That's why it is necessary for primary school teachers to pay special attention to students' mastery of their native language.

If the students acquire the speech culture specific to their nation, the sooner and more thoroughly they will be able to acquire the knowledge, skills and competences in the school curriculum. Because speech resources provide an opportunity to effectively and appropriately use the opportunities of the native language in mutual communication. In the process of primary education, convenient methods and technologies for effective teaching of native language resources are increasingly being put into practice. As a result of teaching the students the riches of the mother tongue, they will be able to express their thoughts grammatically clearly, express their thoughts following stylistic standards and understand the thoughts of their interlocutors, express their thoughts verbally in a meaningful and appropriate tone, and express their thoughts in writing without violating spelling rules expression provides a sufficient basis.

Cooperation through interaction is the only way to absorb culture. A pedagogical situation is created that is convenient for students to acquire knowledge in a systematic way for the first time when they enter school. For this, the teacher should involve students in a new form of educational cooperation. Many experts believe that the specific characteristics of the teacher's cooperation with students directly affect the learning abilities and the effectiveness of the learning process.

This opinion was advanced by specialists such as J.G. Yoldoshev, A.I. Bojovich, V. Ya. Lyaudis, A. A. Lyublinskaya, and D. B. Elkonin. This relationship, in turn, has a significant impact on students. V. Ya. Lyaudis, M. S. Soloveichik, G. A. Sukerman also seriously dealt with the problem of educational cooperation. Well-known specialist G.A. Zuckerman analyzed the unique aspects of educational cooperation and highlighted its important aspects. The organization of teacher-student cooperation creates such situations that the opportunities for reproductive activity are limited for the subjects of the educational process, and they begin to independently search for new ways of carrying out interactions and educational actions. The cooperation of the teacher and the students forms the ability to differentiate the situations that require the use of ready-made examples and bring them to situations that encourage the creation of new examples. As a result, students are able to independently determine the conditions for solving new tasks.

As a result of our observations, we managed to determine the following trends in the process of educational cooperation. It is obvious that the level of initiative of all students decreased during the cooperation process. It became clear that this is directly related to the distribution of tasks between the teacher and the students. The organization of mutual relations between the teacher and the students on the basis of mutual respect and compliance with the requirement of listening requires the pedagogue to take the position of a partner and to independently perform all the necessary tasks in this situation. In this case, the teacher should encourage his students to perform their tasks independently. The main problem of educational cooperation is not that the students cannot adequately evaluate the teacher's actions, but that they do not have enough experience to fully evaluate their personal abilities. The main problem here is that students are not only unable to cooperate with the teacher, but also learn to make decisions and evaluate themselves.

Cooperation with students in the process of personalized education requires the establishment of cooperation between the teacher and students. The activities of the teacher and students in the process of educational cooperation are put on the right track when the pedagogue organizes his relations with them not on the basis of voluntary actions, but on the basis of mutual actions based on productivity, when he coordinates his points of view with those of students. Positive cooperation between the teacher and students occurs when they act in a way related to things and situations that are common to them. Only then will the cooperation between them have a single purpose.

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