



Modern Methods of Developing Children's Speech in Mother Tongue Reading Literacy Classes

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Abstract: *In the article, modern methods of developing children's speech in the classes of mother tongue and reading literacy, in order to develop children's speech, it is necessary to develop them through explanatory dictionaries, the new "Mother tongue and reading" prepared in a special modern spirit for the 1st graders in 2021 The effect of the explanatory dictionaries presented in the textbook "literacy" on the development of children's speech competence was analyzed through the examples presented in the textbook.*

Keywords: *Explanatory dictionary, methods, textbook, competence, speech.*

The vocabulary of children who have taken the first step to primary education, the skills of using words appropriately are not fully developed. The vocabulary and range of thinking of children brought up in pre-school educational institutions is more perfectly formed than the language wealth of a child brought up at home, under parental care. But even so, when the child comes to school, the vocabulary is narrow and the level of expression is very simple. They also have very little understanding of the environment and society. For this reason, primary school teachers should first of all increase students' vocabulary, introduce them to life experiences, expand their understanding of the surrounding nature and society, and in this regard, acquire scientific knowledge in the future. "promoting" is one of the main tasks²⁵. The need to increase the child's vocabulary definitely arises in the course of the lesson. We can also see in the textbooks of the 1st grade the great attention to the development of vocabulary, adding words with new meanings to the child's vocabulary. A child's vocabulary is enriched mainly by learning words with new meanings and adding these words to the list of words he uses in everyday life. That is, these works are mainly carried out through explanatory dictionaries. This is another successful aspect of the new edition of the 1st grade textbook "Mother language and reading literacy". This allows children to better understand the meaning of words.

Since this textbook is adapted for 1st graders, in most cases explanatory dictionaries are given after the texts and poems. Some words that children do not know the meaning of for the first time in the texts of reading books are explained before reading the text. Let's put an end to explaining the meaning of the word in the process of reading the text. If there is a need to explain a word while reading the text, the meaning of the word is briefly explained without distracting the attention of the readers from the content of the text²⁶. It is necessary for the teacher to pay attention to such requirements during the teaching process. Such cases are often found in this textbook, because each topic contains examples of texts, fairy tales, poems and riddles. Similar assignments are given to 1st grade students to build correct and fast reading skills, add new words to the child's vocabulary and enrich their speech with new words. . Therefore, when given a text or poem to read, the emergence of new words that are difficult for students to master further increases the demand for explanatory dictionaries. Even the use of explanatory dictionaries at the end of the first fairy tale presented in the textbook indicates that explanatory dictionaries are used in this context in all the fairy tales, poems

and texts presented in the textbook. The fact that explanatory dictionaries are presented at the end of the fairy tale "Strength in unity"²⁷ of the 1st grade textbook "Mother language and reading literacy" can be a proof of our word. Outdated and historical words that are rarely used and used only in literary language occupy the main place. Through this, we not only introduce children to words, but also make sure how rich and beautiful our language is. At the same time students are familiar with our ancient history, even if only a little. The effective use of the given opportunities depends on the teacher's qualifications. A single explanatory dictionary can give students a lot of useful information and skills. There are also examples of poems that are easier to memorize in elementary grades. Mainly from the poems of Karakalpak children's poet H. Saparov, talented poets Sh. Seyitov and S. Embergenov, and poetess Sh. Atamuratova. Their poems are not too difficult for 1st graders to memorize. Even if difficulties arise, these problems are solved with explanatory dictionaries. For example, Sh. Seyitov's poem "Tay"²⁸, included in the 1st grade "Mother language and reading literacy" textbook, describes the appearance of a small mare in a simple way, and "Tay" that may be difficult for children to understand. The meanings of words that children have not yet met, such as " and " taga ", are explained. These students also increase their vocabulary by adding new words to their vocabulary. The textbook not only increases the level of knowledge of students, but also expands the range of thinking. In conclusion, it can be said that the role of explanatory dictionaries in the development of children's speech competence is incomparable.

To develop the practical importance of melodious reading, that is, to develop the practical importance of fluent reading, to define the unique characteristics of the literary language, to reflect the laws of expression and pronunciation, to the standards and criteria of the literary language it is necessary to observe, to look for ways to improve study methods and to put into practice the most convenient ones. In mother tongue classes, students learn about nature and people's lives with the help of language. They learn to observe, to think, and to make accurate statements about what they see, hear, read, and feel. Native language classes effectively help enrich children's vocabulary, teach expressive speech. The study lesson and the excursion conducted in connection with it provide students with knowledge about natural phenomena, people's life and work, moral rules, norms of dealing with other people.

In this lesson, there is a wide opportunity for the student's speech, its formation and growth. With special language learning in grammar and spelling classes, children learn to hear and pronounce individual sounds, syllables, words and sentences. They include many words denoting subject, action, sign, as well as sound, letter, syllable stem, word, word maker, form maker, suffix, word groups: noun, adjective, number, verb, pronoun, conjunction, clause, clause, clause, clause they will have the opportunity to learn a lot of new terms.

As a result, students have the following:

Understanding, managing and creating effective oral, written and multimedia-based communication of various forms and content;

Ability to analyze, evaluate, and manage information in various forms and tools, to look at different perspectives;

Ability to work in a team and demonstrate leadership skills; ability to accept various responsibilities; able to work effectively with others; be kind to others; the formation of life skills such as looking at different perspectives with attention is guaranteed.

Games, especially didactic games, are very suitable for children's natural need - mobility. That is why children love the game so much.

The game plays an important role in the development of the speech of school-age children. In almost all didactic games, for example, in games such as "Splitting into syllables", "From which letter", action elements greatly affect the physical and mental growth of children.

Didactic games are especially important in developing children's sensitivity and ability to hear, see, and move. For example, "Silence", "What is knocking", "Knock-knock", "Who hears what?" and

other similar games develop children's memory and hearing, as well as attention. It is always evident in the experience that children play didactic games that are organized scientifically and methodically with great joy. During each game, children's attention and intelligence develop. While studying, children watch each other's actions, try not to miss anything, remember the rules of the game and the assigned tasks. In addition, during the game, students work based on previously learned material, as a result of which this material becomes even stronger in the children's memory.

Children are impatiently waiting for the start of the game, the joyful scene of tomorrow's school day is embodied in their minds. During the game, the individual characteristics of children's psyche, the speed of emergence of conditioned reflexes in them and their strength are more clearly manifested. This allows the teacher to have an individual attitude to the students' activities.

Games such as riddles and quick telling, which are used in mother tongue and reading literacy classes, have educational and educational value, and provide spiritual nourishment to children.

In the last period of literacy training, the teacher distributes envelopes containing pictures of children's daily life and games to the children and tells a small story about the content of the pictures inside the envelope. For example, "One summer day, children go to the lake to bathe. Lola and Salim swim in a boat. After telling the story "Other children have fun bathing", he assigns the children the task of finding a picture related to this story.

Students find it and put it on the table.

Teacher: "Now, boy, look at the picture and find out what I didn't say about the people in the picture?" - says.

Pupils follow the picture and tell as much as they know about children filling baskets with fruit and returning home. The same applies to other pictures on the envelope. When choosing a picture, attention is paid to the child's age, interests, and the content of the picture.

Along with the development of children's speech, the games develop their intellectual abilities, spiritual and moral qualities, the habits of dealing with the collective, and increase their strength. In addition, during the game, children develop basic labor skills.

During the alphabet period, children are introduced to a lot of games, they learn to read and write by heart. After the alphabet period, they expand their knowledge through the book "Mother Tongue and Reading Literacy".

The worldview of each teacher is reflected in his culture of behavior. The main means of communication is language. There is a wonderful proverb in our people: "A child is the son of a sweet word". That is why it is important for the teacher to always pay close attention to speech culture, to demonstrate his psychological, aesthetic, physical and moral aspects as an example. The activity of a primary school teacher is not limited to just conducting classes, his task is "expressive reading", organizing "Young Writers" circles and preparing and holding contests, controlling the speech culture of students. , activities such as reading and organizing fiction, setting up a children's and puppet theater. The work of forming speech culture consists in influencing students, school communities, parents, and the public with one's own speech and communication culture. These tasks require not only the acquisition of pedagogical skills in classroom activities (reciting poetry, expressive reading), but also the ability to control students' speech activities.

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