



DEVELOPING ORAL AND WRITTEN SPEECH OF PRIMARY SCHOOL PUPILS THROUGH INDEPENDENT READING OF EXAMPLES OF WORLD LITERATURE

Zaripova Maftuna

Senior Teacher At Jspu Named After A. Qadiri, Uzbekistan

ABSTRACT

This article talks about the tasks of developing oral and written speech of primary school pupils using examples of world literature, to develop independent reading skills and through this to increase pupils' love for books.

KEYWORDS: Primary school literacy, world literature for children, independent reading in primary schools, language acquisition through literature, developing oral and written fluency.

INTRODUCTION

Development of oral and written speech of pupils in primary grades is one of the most important tasks of reading classes studied at different stages of education. Regardless of the literature of any nationality, children's speech becomes richer and smoother while reading them. In fact, the problems of speech development are not only the responsibility of teachers who teach mother tongue and reading, but also the duty of all teachers, the public, and parents. Because the problems related to the implementation of this issue are of interest to both pedagogues and psychologists. This is not for nothing, because the speech development of a person is the most important factor that directly affects his mental maturity and spirituality.

In order to improve the speech skills of primary school pupils, it is necessary to start by identifying the errors and shortcomings in their written and oral speech and dividing them into groups. For this purpose, it is advisable to keep a special speech development notebook for pupils who make many mistakes in the teacher's speech. Taking into account the criteria of oral and written speech that should be recorded in the notebook, pupils' speech errors are recorded in approximately the following sections:

1. Phonetic norms.
2. Orthographic standards.
3. Punctuation norms.
4. Standards of literary pronunciation.
5. Dialectical norms.
6. Lexical norms.
7. Writing culture and courtesy.

Based on these norms, the teacher allows to carefully monitor the errors and shortcomings in the student's speech during each native language and reading lessons.

Of course, no matter how much patience is required from the teachers for this work, they are responsible for eliminating the speech defects of the pupils. At first, the process of solving this problem seems a little complicated, but gradually it is tested in experience.

If the teacher has difficulty in the beginning, using various audio recording techniques, while listening to the pupils' speech, It allows to classify the defects and deficiencies in the pupils'

speech into types and to eliminate them. For this purpose, the teacher should use the methods of eliminating speech defects and define them according to their type. These methods can be used to correct oral speech and other errors directly caused by violations of literary pronunciation and dialectal norms.

In order to eliminate dialectal deficiencies in speech, the use of the text of literary examples studied in reading classes, if training is conducted through the method of mutual comparison of dialectical words and examples of literary language, it directly improves the mental maturity and spirituality of pupils. secret is the most important factor.

Speech allows a person to communicate using different sounds, words and other language elements. The culture of speech conveys the thought in a clear, clear, correct and effective manner according to the situation. The most active period of speech development takes place in preschool and elementary grades. For example, since the main foundation of children's speech is formed in preschool age, then directly, taking into account this situation in the methodology of their speech development in primary grades, the main attention should be focused on the development and correction of the speech of children of this age.

In some cases, as mentioned above, children with speech defects are rare. For them, special speech therapists and defectologists should conduct special preparatory work to carry out correctional work. For this, they should study in special courses and use the necessary methodical manuals. Only then, positive results can be achieved during training.

For example, let's compare the following text by comparing the words found in the text of the works of art to the norms of the dialect or regional language: what is the name of the item that serves to open and close the door and window frames? (in the literary language, oshug-moshugh, and in the dialect, ghurlal). What is the name of the tool for cutting wood? (saw in literary language, yorgi in dialect). What is used to collect hash? (the literary language was adopted from the Persian-Tajik language and is called Panshakha, and in dialect it is called Yovo).

The expected goal of the lesson is that the pupils will become aware of the expression in the dialect that the pupils rarely encounter by comparing the correct and familiar word in the text with the expression in the dialect. On one side of this issue, on the other hand, the word "lover" is a word with many meanings, 1. the hind leg of some animals is connected to the knee joint, that is, to the four corner bones, The 2nd character is more than, high, expensive, with love, 3rd love, love, love, sometimes love is used. Or, if the original meaning of panshakha is a long-handled instrument with five curved prongs, then this word literally means to panshakha, that is, to extend the hand towards the listener and cross the fingers. , also expresses the meaning of slander. The word saw in the text is also a different construction, and the original meaning is a tool used for cutting, while arrakash is a person engaged in cutting, and it is used in the meanings of a saw-spine[1] . Of course, pupils do not fully understand the many meanings of the above words. They can come across different meanings of these words in class or in books they read independently and understand their meaning. In a word, the main foundation of enriching pupils' oral speech is reading.

According to experts, there are many good books for enriching children's speech. However, they are only good for those who know how to read. In fact, the famous pedagogue scientist Abdulla Avloni, who knows how to read books, has been praising the need to love books and science in addition to teaching pupils for a lifetime. In one place, he expresses such thoughts: "Science is

the path, life, leader, blessing of people. In order to learn and become a person, it is necessary to go to school and learn from a teacher" [2]. In fact, by studying and reading books independently, we get to know our history, the life of other countries appears before our eyes, we get to know the thoughts of the heroes of the work, and we travel to the world of fantasy. We are excited by good works, we are saddened by the sorrows of the heroes of the work, and we are happy with the fate of happy people. If we know how to read a book and teach it to others, especially young people, we will have achieved a great spiritual and moral good deed. Usually, elementary school pupils' interest and disinterest in a certain book, whether it is examples of fiction created for children, adventure science-fiction works, children's relationship to the book becomes clear from the very first pages.

If the reader finds a topic that interests him or her, he/she will turn it from page to page and start a conversation with the characters. A child who reads a book stands out among his peers. Even in this case, the sign of education is noticeable in his behavior and behavior.

The most important thing is for the teacher to attract them to reading, to introduce them to the examples of Uzbek children's literature with live, simple and interesting examples taken from the masterpieces of world literature in order to understand what reading is. Another side of the issue is that the selected sample works should convince the pupils, that there are no false information in the works. Because, in order for the details described in the works to attract the attention of the readers, the characters in the work must be honest and truthful in every action and speech.

Methodist scientist Safo Matjon has been dealing with the issue of attracting children to reading for several years. "Do you know how to read a book?" methodical guide or is a necessary resource for readers, teachers, parents, coaches who teach reading. The manual consists of a collection of conclusions based on the scientist's observations for several years[3]. oftobim" is recommended. This is an additional resource to strengthen the knowledge gained in the classroom. It contains interesting stories, poems, fairy tales and examples of world literature. In the appendix of the book, it is said that the examples of children's literature in it serve to strengthen the knowledge of pupils in the classroom. It is also noted that this book has been in use for many years, is loved by pupils and gives positive results in practice. The extracurricular reading book "Kitobim-oftobim" from the "School Library" series is intended for children of the 1st-4th grade (consists of 4 separate books for each grade). Each book consists of a collection of works in the nature of a complex, which includes interesting works of young artists not included in the school curriculum, as well as poets of well-known children's writers. At the same time, the stories taken from the legacy of the great ancestors "Qabusnoma", excerpts from Yusuf Khos Hajib's "Kutadgu Bilig", folk tales on various topics, the treasure of wisdom and the works of some writers from the examples of world children's literature are included[4].

Naturally, these works, which are recommended for reading outside the classroom, serve to strengthen the topics studied in the classroom and contribute to the formation of the spiritual outlook of the pupils. It is also very important to develop oral speech of pupils and increase their vocabulary. Most importantly, it is methodologically important to compare the samples of the works studied in the classroom with the works read outside the classroom, as it allows drawing general independent conclusions.

One of the non-textual materials that ensure the mastery of educational materials at any stage of education in improving pupils' speech is implemented in the system of questions and tasks

aimed at increasing the essence of its content. Professor Askar Zunnunov divides these educational and didactic tasks into three groups:

- Performer of the task of strengthening knowledge;
- Gives an opportunity to acquire the skill of logical thinking;
- He especially emphasizes that it consists of things that allow to apply the acquired knowledge in practice [5].

When it comes to children's literature, any example of a work included in elementary school textbooks is primarily intended to educate children, to form their world of thought, to make logical observations. can decide the fate.

While the teacher analyzes the works learned in primary grades as much as possible, some of their opinions and thoughts may not be reflected in the training process. But, in imagination, in the process of individual reflection, a feeling of benevolence towards the positive characters in the works, especially in the fairy tales, intolerance towards injustice and deceit is formed.

For example, one of the parables recommended for independent reading as an example of world literature is I.A. "The Lamb with the Wolf" by Krylov. In fact, children have heard fairy tales about the wolf and the lamb in their childhood, and this parable is familiar to them. However, this topic can attract the attention of readers in the form of a parable genre written by the writer.

I.A. Krylov's parable is in a small dramatic form, where the strong and the weak are contrasted, and the final result of the story attracts the attention of the readers.

The parable begins with the story of a wolf and a lamb accidentally meeting at the edge of a stream. The lamb came to drink water at the edge of the brook, and the wolf was looking for prey because he was hungry. In the dialogue between the wolf and the lamb in the parable, the wolf, which looks terrible on the surface, is ready to attack the small and weaker lamb with its whole body, showing its teeth, and the lamb's questions. It's amazing how he responds so politely without fear. When pupils read the parable, they will find out that any evil can be overcome with intelligence, behavior and speech. So, examples of children's literature read independently can teach pupils about the culture of oral speech, as an example of I.A. Krylov. When children get acquainted with a parable, they try to express their opinion as much as possible, that is, to express their independent opinions.

Most importantly, the examples of world literature recommended for independent reading for primary grades have their own history of creation, the authors of the works allow to understand the essence of the events described in the works, historical conditions and geographical environment. Or as examples of children's literature, among the examples of world literature that are among the favorite works of readers are "The Adventures of Tom Sawyer" by Mark Twain, "Captain Grant's Children" by Jules Verne, "The Adventures of Chippolino" by Gianni Rodari, "Cinderella" by Charles Perrault, "Puss in Boots". ", "Little Red Riding Hood", "The Life and Adventures of Robinson Crusoe" by Daniel Defoe, "Gulliver's Travels" by Jonathan Swift, "Mowgli" and "Rikki-Tikki-Tavi" by Joseph Redyard Kipling and other works are familiar to readers. lib, because of this, in addition to the fact that they were translated into Uzbek, a number of artistic cartoons were created based on these works. Naturally, pupils who have watched fiction and cartoons try to read these works and get a full idea of the fate of the heroes of the work. Based on this point of view, independently read works allow pupils to gain an understanding of history and geography. Also, issues related to music, theater, cinema, visual

arts, and other arts will inform pupils about the interconnectedness of reading. For example, G. Karolenko's story about "The Blind Musician" is among the works recommended for independent reading for elementary school pupils. When a blind musician, originally from Ukraine, plays a tune on the piano, according to the writer, the pleasure of the melody is conveyed to the listeners. sometimes they were slow to sink into a person's soul. Sometimes it seems as if thunder rumbles from the sky, in the endless space, and sometimes the grass in the steppe gently shakes the grass on the hill, reminding the sweet memories of the past [6].

In order for the pupils to understand the effect of the music played by the blind musician described in the story, it requires at least a little knowledge of musicology. Because the content of the story is directly related to the science of music. However, according to Methodist scientist Safo Matjon, the connection of literature with visual arts, linguistics, music, aesthetics, history, psychology, cinematography is sufficiently evident in the curriculum and textbooks of primary classes. did not find expression. The analysis of works on a historical theme, the analysis of the works on the screen of history, if not connected with the art of cinema, the desired result cannot be achieved, as well as ethics and psychology when talking about the characters of literary characters, conflicting relationships between them. If you don't rely on the achievements of the sciences, there will be no desire. In our opinion, the issue should be put in such a way that pupils understand that it is impossible to understand and analyze an artistic work without theoretical knowledge [7].

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