

ACTIVATING SPEAKING COMPETENCES OF PRIMARY CLASS STUDENTS

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Abstract. *In this article, students should be able to express their opinions in classes, justify them with evidence, tell stories about their impressions and the works they have read, the teacher should listen to them more, they should be regularly active. It was discussed that a favorable pedagogical environment should be created in the educational process for them to show.*

Keywords: *speech competence, students' cognitive activity, mastering the topic, students' ways of knowing, intellectual independence, sound.*

The formation of the speech process is of great importance in the development of a person as a mature person. However, its development continues throughout life at different stages among people. However, there are a number of tried and tested methods of developing the speech process in students. These methods are mainly developed countries. Many parents are interested in the question of whether it is possible to correct speech errors without consulting a specialist. A child's physical, mental and intellectual education begins in early childhood. All skills, including the ability to speak correctly, are acquired in the family. A child's speech is formed by the example of relatives and close people. Failure to intervene in the process of forming children's speech almost always means a delay in development. Speech defects rooted in childhood are overcome with great difficulty in later years. It is very important that the child hears correct clear speech from an early age, his example is his own.

The presence of clear speech disorders in a child usually affects his entire mental development. In this case, the general direction of the child's mental development will definitely slow down, which will inevitably affect his entire school education and later life. Many problems also arise from secondary depression, which often occurs as a reaction to a speech error. The appearance of such mental stratification is the result of repeated failures experienced by the child during oral communication, as well as the wrong attitude of others to speech errors. It is precisely because of the secondary mental layers that sometimes even relatively minor speech errors that suffer from these deficiencies are perceived as real misfortunes, especially as they increase with age. Try to make sure that your children do not get angry with you in their future life if they are suffering from any speech disorder. Do everything you can to normalize the child's speech - nothing prevents him from studying, working and living fully.

Orientation of students' cognitive abilities is carried out by providing them with news, new knowledge and educational materials. Pupils, realizing the practical importance of language tools, acquire the experience of a positive attitude towards the mother tongue based on subject-subject relations. For example, they learn ways of knowing by communicating with their classmates. When the teacher puts reproductive level tasks in front of the students, their voluntary capacity and interest in these educational materials decreases.

In order to activate students' cognitive activities in the mother tongue and reading classes, we focused on the following:

1. Demonstrating the methods of learning in the process of mastering a new topic by students and explaining the essence of this method by the teacher.
2. Use of cognitive methods in performing tasks based on examples at the reproductive level of cognitive activity.
3. Such as applying these methods in familiar situations and identifying ways to use them in other, unfamiliar situations.

Using the acquired vocabulary of 4th-grade students, giving students a number of words and determining their composition, indicating which word group each word belongs to, starting sentences using certain words, and then their cognitive activities are activated by working on tasks about creating texts. For example, shiny, red, apple, autumn, water, clear, smooth, flowing, blue-blue, dewy, sweet, blue, fast, spring, golden, yellow, garden, etc. .

In such lessons, the final assignments are understood based on the example. Such as "Describe the city where you live, show its attractive aspects, describe the international importance of the city of Tashkent, reveal the similarities and differences between the city where you live and the city of Tashkent."

In the course of our observations, we were able to determine that students faced certain difficulties even in composing short texts. In such situations, we presented students with two different text samples. The main reason for this is to prevent students from copying texts blindly and without thinking. We have provided examples based on students' vocabulary and writing skills. With the help of such examples, students were able to express their views. Students were able to replace the given examples with base words. The questions that helped the students express their opinions created freedom and basis for their independent expression of opinion.

In the process of teaching the mother tongue, the use of visual aids and computer technologies in order to activate the cognitive activities of students also occupies an important place. That is why it is important to use basic outlines in the form of block diagrams. Specific events, evidence, constructions are not perceived separately, but in the form of integrated blocks and concentrations. For this, students need to learn new ways of acquiring knowledge. We tried to express these methods in the table below.

In order to activate students' cognitive activities in the mother tongue and reading classes, we focused on the following:

1. Demonstrating the methods of learning in the process of mastering a new topic by students and explaining the essence of this method by the teacher.
2. To introduce students to the place of using the knowledge methods proposed by the teacher, to use these methods in the process of performing independent tasks at different levels of knowledge.
3. Use of cognitive methods in performing tasks based on examples at the reproductive level of cognitive activity.
4. Such as applying these methods in familiar situations and identifying ways to use them in other, unfamiliar situations.

As a methodical tool for organizing the mastering of the presented educational materials, it is extremely necessary to make basic summaries based on its content. The educational materials to be mastered are presented in the form of blocks. Students' performance of mental operations such as abstraction, clarification, generalization and classification in the course of native language

lessons allows to pre-design the educational process of projects aimed at activating students' cognitive activities.

Students should be able to express their opinions in classes, justify them with evidence, tell stories about their impressions and works they have read, ask each other what they don't understand, and the teacher will teach them more. It is necessary to create a comfortable pedagogical environment in the educational process so that they can listen and show regular activity.

Students often do not understand simple words. The reason for this is the slowness of work on inculcating the skill of going deeper into the meaning of words. Children do not think about the meaning of the word at all, they do not have an image behind the word. In order to clarify the meaning of words, certain tasks such as naming the words from which these words are made, choosing test and category words, searching for verified and unverified words are effective. Such exercises force you to study the meaning of the word in depth, and also develop spelling skills. Children have a small active vocabulary. However, many people do not always know how to use this small vocabulary in their speech.

The focus of "Activating Speaking Competences of Primary Class Students" is to enhance the speaking skills of primary school students. The program aims to provide effective strategies and activities to develop their oral communication abilities. The program begins by emphasizing the importance of speaking skills in the overall language development of young learners. It highlights the benefits of effective communication, such as improved social interactions, critical thinking, and self-expression.

In general, the formation of the speech process in elementary school students is inextricably linked not only with the environment, but also with the relationship with it. The development of methodological methods and their implementation depends on the skills of the teacher teaching at the school. Therefore, it is necessary for teachers to constantly work on themselves and learn new methods and learn to apply them in practice.

Overall, "Activating Speaking Competences of Primary Class Students" is a comprehensive program that aims to empower young learners to become confident and effective speakers. By providing engaging activities, vocabulary development, and technology integration, the program equips students with the necessary skills to communicate fluently and express themselves clearly.

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