

DEVELOPMENT OF SPEECH AND CREATIVE ABILITIES OF JUNIOR SCHOOLCHILDREN

¹T. Azizova, ²G. Jumamuratova, ³I. Tlemuratov

^{1,2,3}Research workers of Karakalpak branch of the Uzbek Scientific Research Institute

<https://doi.org/10.5281/zenodo.11086442>

Abstract. *The development of speech and creative abilities in junior schoolchildren is a topic of great importance in education. During their early years in school, children undergo significant cognitive and linguistic growth, making it an optimal time to nurture their speech and creative skills. Language and Communication Skills: Speech development is crucial for children to express their thoughts, emotions, and needs effectively. By honing their language skills, children can improve their vocabulary, grammar, and articulation, enabling them to communicate with clarity and precision. Strong communication skills not only facilitate academic success but also foster positive social interactions and build healthy relationships. Cognitive Development: The development of speech and creative abilities is closely intertwined with cognitive growth. Through engaging in creative activities such as storytelling, imaginative play, and problem-solving tasks, children enhance their critical thinking, memory, and problem-solving skills. These activities stimulate their imagination, promote divergent thinking, and encourage the exploration of new ideas and perspectives. Emotional and Social Development: Speech and creative abilities play a vital role in emotional and social development. Through storytelling, role-playing, and artistic expression, children learn to express and regulate their emotions, develop empathy, and understand the feelings of others. These activities also foster collaboration, teamwork, and effective communication, enabling children to interact harmoniously with their peers and adults.*

Keywords: *elementary education, skills, game methods.*

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

An important feature of lesson construction in elementary school is the saturation of different forms of work. The lesson should consist of several carefully thought-out parts, united by a common theme and goals, but involving different forms of learning activities. For example, at the literacy lesson, children together with the teacher play words, compete in the correctness and speed of the task, riddle each other and the teacher and guess them, look for missing sounds. In this case, a complex learning task is solved - children learn to conduct sound analysis of words. But this is done with the help of various methods and necessarily on the basis of premeditated organization and implementation by children of various types of educational tasks.

Teacher's explanations, even when using a variety of visual material, do not give the desired result when teaching children, if they are not combined with the practical activity of the students themselves.

Exercises that contribute to the development of creative abilities of junior schoolchildren at the lessons of literary reading have their own special system. The system is understood as a sequential inclusion of creative tasks: from simple to complex. Creativity requires the will, the ability to overcome their laziness and objective difficulties, activity in all activities and primarily in learning. Self-expression of individuality, personality of the student through creativity.

Methodological techniques that ensure the realization of the method of creative reading: expressive reading, commented reading, creative tasks, setting a learning problem in the lesson.

This first version of the method was originally called the oral method, the aural – oral method or the structural approach. The audio – lingual method truly began to take shape near the end of the 1950 s, this time due government pressure resulting from the space race.

In the primary grades the issue of development of expressive reading is of great importance, as expressiveness based on thoughtful analysis of the text contributes to a deep understanding of the work, episode, phrase, and also contributes to the development of creative reading. In order for students' reading to be expressive, it is necessary to help them to choose and use means of artistic e Expressive, independent reading by children themselves (by heart or by book) is a kind of report to the teacher, class, and themselves about their understanding of the text, its interpretation. Such work can be carried out in the form of a recitation contest. For example, lullaby songs, songs about spring, expressive reading of fables.

Much attention is paid to folklore, especially work with proverbs, riddles, folk tales. Work on riddles is an exercise in the independent development of thinking, cleverness, imagination. They teach children to speak brightly, figuratively, simply. Lessons using riddles are interesting and do not tire students, delivering them useful exercises for the mind. Composing a riddle, children get an opportunity to focus their attention on a specific, actually perceived or recreated in the imagination of the object.

The game helps to develop memory, thinking, imagination, attention, helps to form phonemic perception of words, activates thinking activity, attention, stimulates speech. As a result, children become interested in the lesson. Not to mention that didactic games contribute to the formation of orthographic acuity of a junior schoolboy.

In an effort to take into account the age characteristics of young pupils, teachers are often unjustifiably fond of playing games in the classroom. It is necessary to know that not every game and not always is an effective form of learning.

Game method of teaching is not a game in the proper sense of the word. It is giving a game form to a task with cognitive content by introducing one or more game elements into it. Such elements can be a game plot, roles, attitudes to win as a result of fulfilling certain rules and achieving a given goal.

Examples of didactic games: Didactic game: "One Word". Pupils are asked to replace combinations of words and sentences with one word that has the syllables cha, shcha, chu, shchu.

1.Sixty minutes-...(An hour).

2.A vessel with a handle and spout for boiling water or making tea...(kettle).

3.A stump of wood-...(chump).

Didactic game: "Everything is the other way around".

Objective: to consolidate the spelling of words with the combination.

The teacher invites the children to replace the proposed word combinations of the noun + noun type with another so that one of the words includes the combination.

The hero of the fairy tale is ...(fairy tale hero).

The juice of apples - ...(apple juice)

Wheat flour - ...(wheat flour), etc.

The introduction of roles means that the children themselves turn into "travelers", "drivers", "architects", etc. They can also represent inanimate objects, for example, a student gets the "role"

of a certain sound and takes its place in a word or, playing the role of a certain number, looks for its "neighbors" - adjacent numbers.

The winning attitude most often takes the form of competition in performing tasks "Who is faster?", "Who is bigger?", "Who is more accurate?", etc. This may involve, for example, naming objects with given features (choosing words with a given sound, numbers that correspond to this or that condition). Winning children are rewarded with chips, badges, i.e. their work is evaluated, although they do not receive marks.

When to use games?

A game must be more than just fun.

A game should involve "friendly" competition.

A game should keep all of the students involved and interested.

A game should encourage students to focus on the use of language rather than on the language itself.

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world". Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

A game should encourage students to focus on the use of language rather than on the language itself. A game should give students a chance to learn, practice, or review specific language material.

There are many advantages of using games in the classroom:

Games are a welcome break from the usual routine of the language class.

They are motivating and challenging.

Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.

Games provide language practice in the various skill-speaking, writing, listening and reading.

They encourage students to interact and communicate.

The teacher applies various learning tasks. For example, logical tasks. Their value lies in the fact that they are solved in a specific activity of interest to the child (drawing, constructing, modeling), taking into account to the greatest extent the peculiarities of thinking of children of this age, its visual-action character.

In conclusion, I would like to mention the words-advice of A. Disterweg, which serve in the development of students' creative abilities:

- try to set up a teaching plan that corresponds to the needs of your pupils;
- the teacher should study and determine the real possibilities of the students;
- plan the purpose of the lesson as an interrelated set of tasks of education, upbringing and development of students;
- choose the best combination of teaching methods;
- to provide the most favorable, hygienic, moral-psychological and material conditions for learning;

- to awaken the creativity inherent in each child, to teach them to work, to help them understand and find themselves, which will be the product of integration.

REFERENCES

1. Abdullaeva K, Safarova R, Bekboeva N. "Boshlangich ta'lim conceptionsi" // Boshlangich ta'lim,6-son. 1998
2. Matveeva E.I. About the problems of creativity in elementary school. M, Ekemo, 2007
3. Dzhuraev R.H., Tsoi M.N., Daniyarov B.H., Geyer T.V. "Interactive complex in the educational process" T,: SHARK, 2011.
4. Matveeva E.I. Methods of awakening interest in creativity in junior schoolchildren. M, Ekemo, 2017