

Working With Dictionaries In Speech Development Of Primary Classes

Jizzakh State Pedagogical University

Daughter of Suyunova Marjona Akbar, 2nd year student

Abstract

In the article, first of all, the importance of listening to the speech of primary classes; The effect of vocabulary enrichment in mother tongue, reading and mathematics lessons is revealed through an integrative approach.

Key words: Elementary class, speech, pairs of words, repeated words, artistic expressions that increase the effectiveness of the sentence, literary language, vocabulary.

Even before the modern education system, where science and technology are rapidly developing sets a number of tasks. The main part of the tasks in providing education to primary school students is carried out in reading classes. The main tasks assigned to reading and mother tongue classes are to develop students' speech and thinking, expand their worldview, form beautiful writing skills, and teach literacy. If every person's speech is clear and perfect, this person's range of thinking will be wide and his perception will be deep. One of the philosophers, Plato, said, "Thoughts rule the world."

In fact, the purpose of a person's thoughts is his conscious actions and morals is the driving force. These thoughts and goals are expressed in speech will be done.

Speech expresses not only the thoughts in the mind, but also its formation also serves for Thoughts serve as the psychological basis of speech, the condition for its growth is the enrichment of thought. Developing students' speech it is done by developing their mental activity and enriching their vocabulary.

It is the improvement and regulation of work on dictionaries that are their main distinguishing and substantiating directions for the process of developing children's speech in schools is one of the important tasks. Methodology of working on vocabulary in schools It is defined by four main

directions: Enriching the pupils' vocabulary, that is, mastering new words, as well as new meanings of some words in the child's dictionary; Clarify students' vocabulary; Activating dictionaries, that is, transferring words from inactive dictionaries that students understand, but do not use in their speaking activities, to active vocabulary; Transferring the words that are not used in the literary language from the students' active vocabulary to their inactive vocabulary. Currently, there are no special lessons for working on dictionaries. Work with dictionaries, mainly in connection with mother tongue and reading lessons will go Development of explanatory and spelling dictionaries for primary classes The fact that it is not published is due to the correct organization of work on the dictionary causing difficulties.

If vocabulary works are started on the basis of a strict plan, from the teachers

and the students are not required to work too much, and the intended result is achieved easily achieved. Let's say, the fourth grade is the first of the "Reading Book" textbook The section is called "My independence - my perspective". What this section is about In order for the reader to have an idea about the mountain, the content of this sentence there should be information about words. The fourth section - "Spirituality

- the sun of the heart". Elementary class about the word "spirituality" in the topic of the section not only students, sometimes even adults themselves have a clear understanding it is noticeable that they are not. This is because the words are difficult to understand students feel bored with the works of this direction

does.

Today, a new generation of personnel educated in a national and universal spirit, with high spirituality, capable of solving the wide-ranging tasks of modernizing the direction of socio-economic development of our country and building a modern democratic society the issue of training is to implement the great goals set before our people is considered an important and main task. That's why we have a bright future education in the development of mature personnel capable of decent service

deep attention is paid to every direction and every aspect of the system.

The goals and tasks of the education system based on the needs of the times from representatives of primary education to the field in successful implementation a deeply responsible approach is required. Primary education the teacher, along with developing the student's literacy, also their speech, of course, it is necessary to develop.

Developing students' speech at school is the main task of mother tongue teaching

is considered Speech development is not only about mother tongue and reading lessons of all subjects in the curriculum, as well as outside the classroom events is their main task. First of all, it is important to teach the child to speak the foundation is laid in the alphabet lessons from the 1st grade. By pronouncing the sounds clearly,

As the student who combines syllables and reads the written expression of the word is gradually taught to independently read the texts and express them in speech, this process of speech development and literacy development is related to each other.

requires joint implementation. If the students' literacy if it is produced perfectly, their attention, memory and speech will develop strongly. This with the help of features, children learn to generalize, classify things, perceive the sequence of events and draw conclusions. It is here that we should mention an important aspect that if students' reading literacy is not well implemented, it is not only the perfect speech of the child. lack of it will gradually have a negative effect on the mastering of other subjects. Fairy tales, stories, large poems, scientific information, in general, it becomes somewhat difficult for the

reader to read large texts, that is, the child's attention to imagine reality while reading the text not, it will be aimed at understanding the word that is being read with difficulty. In syllables or until he understands the meaning of the word being read very slowly the reader will forget the first word. And without the forgotten words cannot imagine as a whole. Reading for the student who cannot imagine the process becomes incomprehensible and boring. Naturally, these cases

causes the student to move away from learning. The student's perspective

the cause of such situations that have a negative impact on the future In order to identify and eliminate deficiencies, teachers and parents are required to approach education with constant careful control. Mother tongue clearly defined the following three directions in the development of speech in the teaching methodology textbook

placed; 1. Work on words; 2. Working on phrases and sentences; 3.

Work on connected speech. These directions are carried out in parallel, that is, dictionary work provides material for a sentence; on words, phrases and sentences work prepares for connected speech. In turn, a connected story and the essay serves as a means of enriching the vocabulary.

Even in mathematics lessons, children have a lot of new ideas and concepts enrich their speech with terms, learn to make simple and compound sentences.

For example, the number five is greater than the number three, or the number three is less than the number five; if we add two tens and five units to one ten, we get three tens and five units will be. Development of internal and written speech, students' vocabulary in native language classes a wide opportunity to enrich with words of similar meaning, similar in form, opposite meaning there is. A word that students do in grammar and reading lessons various exercises related to composition, sentence formation, statement, essay and speech skills helps in acquisition. Children with special language learning in these classes they learn to hear and pronounce individual sounds, syllables, words and sentences. They know many words denoting objects and actions, as well as sounds, letters, syllable, word, stem, adverb, phrase, noun, adjective, number, pronoun, adverb, sentence, with a lot of new terms, such as darak, interrogative sentences, clauses they get to know each other. The effectiveness of the speech, which he has been using in his speech before distinguishes between exaggerations and learns to use them correctly in speech.

Here we present an example of a one-hour lesson based on the textbook "Alifbe" (authors: R. Safarova, M. Inoyatova, M. Shokirova, L. Shermamatova).

The subject of the lesson. The sound K and the letter Kk.

The purpose of the lesson:

a) educational goal: familiarize students with the sound k and the letter Kk

to sharpen, to form the skill of correct pronunciation of this sound, to read syllables and words with the letter Kk fluently, to form words with the help of hyphens and syllables and to pronounce them training for winter;

b) educational purpose: to teach respect for adults and to be disciplined, to inculcate moral qualities;

d) developmental goal: to develop students' reading skills, thinking skills, speech.

Method of the lesson: analytical-synthetic sound method.

Type of lesson: a reading lesson where new sounds and letters are learned.

The equipment of the lesson: an exhibition with printed and written forms of the letter Kk, a book, school, cards with the words poplar, various objects, pictures related to the text, letter case, cursive letter and syllables.

The course of the lesson:

I. Organizational part.

II. Reinforcement of the past topic. In this, a conversation with children is organized based on the picture:

- Tell me the name of my child in the picture. - Talib and Bilal.
- What kind of boy is Bilal?
- He is an educated boy.
- What is the grandmother saying to Talib?
- The grandmother is telling Talib that he needs to get an education.
- Why is it necessary to get knowledge?
- Because an educated person is strong, everyone respects him.

After that, text and words are taught to each student one by one.

III. Description of the new topic: At first, pictures of books, pigeons, butterflies, etc. are shown, and students are asked to name them. The first letter of the name of these subjects is determined based on the conversation and introduced.

In this, a conversation is organized based on the picture of a butterfly, and students are addressed with the following questions and assignments:

- What is this?
- What color is the butterfly?
- Describe the appearance of its wings.
- What words did you use to describe?
- How long do you think butterflies live?
- Divide the word butterfly into syllables and how many syllables there are describe in a drawing. (— |— |——)
- Say the first syllable. (ka)
- How many sounds are there in the first syllable? Express it in the cells lang. (Sh).

The rest of the joints are worked on in the same way.

The syllable-sound structure of the word butterfly is formed in the drawing:

The teacher will mark the sound box to be studied in this lesson:

Then the question is asked:

- What sound are you familiar with today? (with the K sound)

Use the following types of work to teach the sound-letter K niche can:

Work on the pronunciation and signs of the K sound.

- How is the K sound pronounced? -What for?
- What kind of sound is K? What for ?

When it is determined that the sound K is a consonant, this sound is pronounced as a model, and the students repeat it. In this process, students say all the passed letters out loud together.

Finding words with the K sound and determining its place in the word.

Introduction to the letters Kk. The following diagram can be used for this:

Task: Read a familiar letter. Find an unfamiliar letter among the letters.

Then the letters Kk are found among the diagonal letters:

- Show the capital letter K. What words are written with it? - Show the lowercase letter k. When is this form used?

The letters Kk will be added to the "Letter Box".

Reading a syllable. Syllables are formed and taught by adding the letter K to the learned vowel letters. Conversation based on the picture. If the teacher prepares the exhibition in a moving manner, students will be interested, new topics will be easily mastered.

The following text is written in block letters:

Kamal brought a book to Komila. Komila took the book. He promised to keep the book clean.

These words are taught to children in syllables. In order to develop students' speech, the following questions are asked:

Where did Kamal get the book?

Who did he give the book to?

Why was Komila happy?

What did Komila promise her brother?

Words written on cards divided into syllables are taught.

Work with the textbook. The teacher reads the syllables, words and text given in the textbook to the students, and the children repeat them aloud together.

IV. Consolidation of a new topic. For this purpose, the following questions and answers will be conducted with the students:

What sound did we meet today? 2. What is depicted in the picture?

Say the names of my children.

How to use the book?

Didactic games and various competitions are important in developing the speech of young schoolchildren. In this regard, it is possible to organize an inter-series competition related to the strengthening of the topic:

Line 1: Say the words that start with the letter K. Line 2: Say the words with the letter k in between. Line 3: Tell the words that end with the letter k.

The row with no repeated words is the winner. Then cards with pictures of different objects are distributed to each of the students. Find the words indicating the signs of the object in the picture and make two sentences with their participation. Practicing making several sentences based on a single picture will also help to expand the scope of your student's thinking and develop his speech.

V. The end of the lesson. Pupils who actively participate in this are encouraged and given homework.

References:

1. Kasimova K. Mother tongue teaching methodology.-Tashkent, 2009.
2. Ikromova R. and others Mother tongue (textbook for grade 4).- T.: "Teacher", 2020.
3. Fuzailov S. and others Mother tongue (textbook for 3rd grades).- T.: "Teacher", 2019
4. markaz.tdi.uz/ uzedu.uz