



TECHNOLOGY FOR THE DEVELOPMENT OF STUDENTS 'SPEECH AND THINKING IN PRIMARY LANGUAGE TEACHING IN PRIMARY SCHOOLS

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Article history:	Abstract:
Received: July 30 th 2021 Accepted: August 20 th 2021 Published: September 30 th 2021	In the model of education that comprehensively develops the personality of a student with a high level of quality in primary education, the proposed "development of creative abilities of primary school students; spiritual, moral and aesthetic education; acquisition of knowledge, skills and abilities, as well as experience in the implementation of various activities; Preservation and support of the individuality of primary school students" Educational activities related to the formation of students' thinking in the process of mother tongue education play an important role in the transition to the development of skills.
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In the concept of international education aimed at ensuring the spiritual maturity of the person in the world, quality education stimulates the creative thinking and knowledge of young people, literacy and numeracy skills, analysis, thinking and interpersonal and social skills. Decision-making guarantee "General secondary education Socio-economic reforms in the country are aimed at educating a spiritually mature and intellectually developed person based on the best practices of developed countries and science and modern information and communication technologies, like all links in lifelong learning, places a great responsibility on mother tongue education in the primary grades". Article 12 of the Law on Education also states that the formation and development of independent thinking and creative thinking skills is one of the main goals of mother tongue education in secondary schools.

The formation of cognitive motivation of primary school students is associated with several educational problems:

- identify the components of a competency-based approach to ensuring that students acquire knowledge in a person-centered learning process;
- design of the content, forms, means and methods of pedagogical process connected with cognitive activity;
- pedagogical substantiation of teacher-student cooperation in this process, etc.

"In the context of person-centered education," writes H. Tadjibayeva, a researcher at the UzPFITI, "the development of students' logical and critical thinking is of particular importance. Because the development of logical and critical thinking in students has a special impact on the provision of cognitive activity. Successful acquisition of the richness of the native language allows students to accelerate their mental development. Because the vocabulary of the mother tongue, in turn, is the basis for the development of thinking and cognitive activity in students. That is why the problem of ensuring the cognitive activity of primary school students is especially relevant."

On the basis of the curriculum in the textbook "Reading book" for 4th grade, such as "Conversation on the topic", "Additional information on the genre of narration", "Working in groups". The model development of the lesson on the narration of "Tanbeh", which is intended to be studied in three stages, is aimed at the same goal (see Annex 1).

It is well known that practice in mother tongue education in primary school starts in the 1st grade and is one of the most widely used methods of teaching students to think independently.

There are very few assignments to develop oral communication and prepare essays and essays. Textbooks 1-, 3-, 30-, 32-, 34-, 35-, 38-, 86-, 89-, 90-, 98-, 99-, 100-, 103-, 105-, 111-, 114 -, 115-, 116-, 120-, 122-, 125-, 128-, 131-, 133-, 134-, 136-, 138-, 144- use of words in exercises writing on the basis of sorted pictures, the connection between the content of the text and the title, the fact that the text is on a topic, the development of events in the text, etc.

"Speech. Exercises 150-155 in the "Speech" section focus directly on the practical formation of concepts about the properties of speech and text. In this case, students are taught that "speech and text are made up of sentences connected with content" (Exercise 179), "speech (story) is about something" (Exercises 180, 189), "oral speech is a

written expression "Exercise 166", "Connecting the words in the speech and writing them in the order appropriate to the content" are practically taught. Exercise 163 helps students to think creatively, and Exercise 168 helps students to identify the main idea of a text. focused.

Almost all of the exercises in the Elementary Mother Tongue textbooks have the potential to prepare students for essay writing. Exercise 3 prepares students for creative writing. The teacher asked, "Which season is in the picture? What happens in the winter? Why do you love winter, even though it's cold? Give the children in the picture the names of your friends. What are they doing?" interviews questions. Then create a story based on the picture. Start your story with a picture of winter nature. Then name the children's games. Learn more about the games you play in the winter."

In addition to teaching students grammar based on the pictures in the textbook, the teacher asked, "Have you ever been to a melon field? How about a melon? What did you do in the garden?" It is useful to work on the development of oral speech using questions such as

Targeted work on related speech based on the Grade 1 Mother Tongue textbook, that is, preparation for writing essays and essays, requires the teacher to take a creative approach based on the text of each exercise. Because you can't increase the number of textbooks in 1st grade. But the potential for word of mouth is great. 5-7 minutes of a 45-minute lesson can be devoted to an oral question and answer session.

In the new edition of the textbook "Mother tongue" for 4th grade, exercises for the development of oral and written speech are given in all sections. In the Repetition lesson, students listen to the text of Exercise 1 over audio and complete the "Tell me what the text is about" task. They narrate the content of the text orally. Based on the exercises in Exercise 2, they find the main idea of the text (copy the sentences about Ibn Sina. Write and write 2-3 sentences about how you acquire knowledge.) And write information about their learning activities.

The Speech and Text section provides assignments that directly teach students to write oral and written statements. For example, "What is described in the text? Can you draw a picture based on this text? Which words in the text did you use to draw the picture?", "What event did the text start with? Whose prayers and wishes were given in sequence?", "Talk to your friend about Holiday Plans".

Observations show that one of the most painful aspects of mother tongue education is the fact that in the primary grades, students describe the exercise verbally and in writing. The fact is that it is difficult to determine the degree to which a reader has grasped a topic, as well as his or her speaking skills and level of thinking, based on the sentences expressed in the words of the author in the text. Because children of this age do not have much difficulty memorizing the text without understanding it. Therefore, in preparation for writing an essay, the teacher should divide the text into parts, organize vocabulary work on unfamiliar or difficult to understand words and phrases, and tell the content of the text together with the students according to the salt plan. helps to develop connected speech skills, vocabulary and thinking in students. In this process, the questions and assignments in the textbook are used to increase the competence of the students.

According to Professor O. Safarova, "One of the promising areas for primary education is the transition from reproductive to productive activities in the formation of general learning skills and abilities in students; improving student performance from mechanical memorization of learning materials to intellectual development; the transition from a statistical model of knowledge transfer to a systematic structuring of student mental activity".

This is to form the motivation of students to learn in the process of working on the text in the classroom, to increase the effectiveness of comprehension, comprehension, memory and reinforcement of learning materials, to develop memory, to put into practice the knowledge acquired on the topics studied. It requires serious research to create the right conditions for them.

The complexity of working on written speech is more complex than that of oral speech, in addition to independent and creative thinking, it is closely related to the acquisition of skills in the appropriate use of knowledge of spelling, style and punctuation.

If a student finds it difficult to understand a topic in a native language lesson, it will be easier to achieve the goal if the topic is explained through artistic expressions related to the analysis of the texts in the textbook. Because literary texts have a great opportunity to understand and comprehend the text because of the closeness of the reader's feelings, emotions, impressions, experiences. Public Education Serves the effectiveness of education through the implementation of the requirements of the standards "Development of independent and free thinking in students and their creative abilities."

"In the process of teaching with the help of information technology," writes M. Divanova, "among the methods and norms of student thinking are induction and deduction, generalization and definition, analysis and synthesis, classification and systematization, abstraction and simulation. occurs. This is the basis for the growth of logical thinking on this basis to express, substantiate and prove ideas in order to draw logical conclusions."

It is noteworthy that in recent years, due to the ongoing reforms in the education system due to the globalization of our country, special attention is paid to the coordination of the English language in the educational process. Therefore, in each lesson of mother tongue and reading sciences, teaching students to pronounce the key words on the topic in English first, memorizing will not only keep students interested in the lesson, but also help to strengthen their knowledge of English and broaden their worldview. To do this, the teacher must first identify the key words, translate them into English, use game technology from pictures and multimedia to make words understandable in English, and identify students' pronunciation errors. required to show in time.

Although writing a creative essay on developing students' connected speech in the elementary grades is planned for grades 3-4, preparation for it begins in the year. For example, in the second half of the first grade, "Our Family", "Our Class", "Our Street", "Our Neighborhood", "Our School", "My Mother Village", "My Friend", "My Favorite Cartoon", "Market", "If Daddy Comes from Work", "Who I Am", "I Help My Mom" and other topics plays an important role in shaping speech. These activities develop students' ability to express themselves as independent thinkers. Indeed, the competence of self-development based on a competency approach to the system of continuing education is based on continuous physical, spiritual, moral, spiritual, aesthetic and intellectual development, striving for perfection, independent learning throughout life. It involves learning, continuous improvement of knowledge and experience, adequate assessment of one's own behavior, acquisition of independent decision-making skills, the same qualities that are associated with the writing of statements by primary school students plays an important role in the development of creative activity.

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