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TECHNIQUES FOR THE DEVELOPMENT OF SPEECH OF YOUNG LEARNERS

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Abstract:

The present work is devoted to characterizing the methodology for the development of speech of young learners when working on phrases and sentences. The purpose of the work is to show how the work on phrases and sentences in the English lessons, in general, affects the development of speech of younger students.

Introduction:

The development of speech includes the assimilation of literary language norms, the assimilation of reading and writing skills, and the improvement of speech culture. In addition, the development of speech includes pronunciation work - diction, orthoepy, expressiveness, correction of pronunciation defects. In the development of speech, three directions are distinguished: work on the word (lexical level), work on the phrase and sentence (syntactic level) and work on coherent speech (text level). A special role in the development of speech is played by syntax. It allows, from a functional point of view, to evaluate all the means of language and speech studied in the sections of phonetics, vocabulary, phraseology, word formation and morphology. Knowledge of the laws of combinability of words and the construction of sentences allows you to correctly build a phrase and sentence, enriches the syntactic structure of speech, more fully and accurately express thoughts, and prevent speech errors. To achieve results, systematic work of the teacher and students is required. Systematic development of speech is ensured by the presence of four conditions: the sequence of exercises, their perspective, the variety of exercises and the ability to subordinate various types of exercises to a common goal.

One of the most important indicators of a person's culture level, his thinking, intellect is his speech. Having arisen for the first time in early childhood in the form of separate words that do not yet have a clear grammatical design, speech is gradually enriched and complicated. The child masters the phonetic system and vocabulary, practically assimilates the patterns of change of words (declension, conjugation, etc.) and their combination, the logic and composition of

utterances, masters the dialogue and monologue, various genres and styles, develops the accuracy and expressiveness of his speech. The child takes possession of all this wealth not passively, but actively - in the process of his speech practice. Speech is a type of human activity, the implementation of thinking based on the use of language tools (words, their combinations, sentences, etc.). Speech performs the functions of communication and communication, emotional expression and impact on other people. [16] Well-developed speech is one of the most important means of active human activity in modern society, and for a student - a means of successful learning at school. Speech is a way of knowing reality. On the one hand, the richness of speech to a large extent depends on the enrichment of the child with new ideas and concepts; on the other hand, good command of the language and speech helps to understand complex relationships in nature and in society. Children with well-developed speech always learn more successfully in different subjects.

The following periods of human speech development can be distinguished:

- infant age - up to 1 year - humming, babbling;
- early age - from 1 year to 3 years - mastery of the syllabic and sound composition of the word, the simplest word connections in the sentence; dialogical, situational speech;
- preschool age - from 3 to 6 years - the appearance of monologue, contextual speech; the appearance of forms of inner speech;
- primary school age - from 6 to 10 years - awareness of speech forms (sound composition of words, vocabulary, grammatical structure), mastery of written speech, the concept of a literary language and norm, intensive development of a monologue;
- average school age - from 10 to 15 years - mastery of the literary norm, functional styles of speech, the beginning of the formation of an individual style of speech;
- senior school age - from 15 to 17 years - improving the culture of speech, mastering the professional features of the language, the formation of an individual style. [8]

In linguistic literature we find the following definitions of speech, S.I. Ozhegov gives several meanings of the concept of "speech": this is the ability to speak (to own a speech, distinct speech); variety, style of language (poetic speech, colloquial speech); sounding language (Russian speech, musical speech); public speaking (giving a speech) [12].

In a linguistic encyclopedic dictionary, speech is understood as concrete speaking, flowing in time and dressed in sound or written form [10]. Leadership in the development of speech cannot but take into account the peculiarities of speech, its types. The basis for the classification of varieties of speech can be various factors. Speech is primarily divided into external and internal. [3] External speech is speech, clothed in sounds or graphic signs, addressed to others. Inner speech is not spoken or written, "mental" speech, it is addressed, as it were, to oneself. Depending on the form of information exchange - using sounds or using written signs, spoken and written speech is distinguished. Oral speech is sound, it is characterized by certain informational means (the rate of speech is acceleration or deceleration, increase and decrease in voice, pauses, logical stresses, emotional colors, etc.), may be accompanied by facial expressions and gestures; the speaker can use visual aids to address the situation. It is easier for the speaker to establish contact with the audience (or with the interlocutor), since he sees her reaction and can be reconstructed in time. Consequently, oral speech, compared with written, has great expressive capabilities, can have a stronger direct impact on the audience. This is his virtue. The disadvantages of oral speech are determined by its unpreparedness. As a rule, the speaker verbally does not have time to think about the composition, the plan of his statement, or to select words. What is needed here is a high availability of speech, a significant amount of random access memory and a developed ability of proactive synthesis.

Materials and methods;

To achieve our goal, it is necessary to solve the following tasks:

- study and analyze the scientific works of psychologists, educators and linguists on the topic of research;
- conduct a pedagogical experiment;
- monitor the speech of primary schoolchildren;
- analyze the work of students;

The following methods are used to solve problems:

- a method for selecting, summarizing and evaluating scientific material;
- research method;
- method of statistical processing of material.

Results and discussion:

There are several conditions without which speech activity is impossible, and, consequently, the successful development of students' speech is also impossible. The first condition for the emergence and development of human speech is the need for statements. Without the need to express their aspirations, feelings, thoughts, neither a small child nor humanity would speak in their historical development. Consequently, the methodological condition for the development of students' speech is the creation of situations that cause the students to need statements, the desire and the need to express something verbally or in writing. The second condition of any speech utterance is the presence of content, material, that is, what needs to be said. The fuller, richer, more valuable this material, the more meaningful the statement. Clarity, logical speech depends on how rich and how prepared the material. [11] Consequently, the methodological condition for the development of students' speech is the careful preparation of material for speech exercises (stories, essays, etc.), and ensuring that the children's speech is truly meaningful. The expression of thought and communication between people is possible only with the help of generally understood signs, that is, mainly words, their combinations, various turns of speech. Therefore, the third condition for successful speech development is arming with language. Children need to be given language samples, to create a good speech environment for them. As a result of listening to speech and using it in one's own practice, the child forms a subconscious "sense of language", on which the teaching methodology is based. Ladyzhenskaya T.A. reveals the mechanism of the practical formation of this phenomenon, which was proposed by N. I. Zhinkin. He wrote: "When transmitting a message, two types of information are introduced:

- about the subject and phenomena of reality;
- about the rules of the language in which the message is submitted. [10]

The latter type of information is entered in implicit form, since the rules of the language are applied, but nothing is said about the rules themselves.

The development of speech is nothing but the introduction of the language into the child's brain in an implicit form, that is, through speech [15].

Consequently, the methodological condition for the development of students' speech is the creation of a broad system of speech activity: on the one hand, the perception of good speech patterns that are quite diverse and containing the necessary language material, on the other hand, the creation of conditions for their own speech utterances in which the student could use all those means language that he must master.

The language is acquired by the child in communication, in the process of speech activity. But this is not enough: spontaneously learned speech is often primitive and incorrect.

There are a number of aspects of speech acquisition that are administered by the school. [7]

This is, firstly, the assimilation of literary language norms. The school teaches children to distinguish a literary language from vernacular, dialects and jargons, teaches a literary language in its artistic, scientific and colloquial versions.

In other words, the student must learn thousands of new words, new meanings of words known to him, phrases, many such grammatical forms and constructions that he did not use at all in his preschool speech practice, and, in addition, be aware of the appropriateness of using certain language tools in certain situations; must learn the norms in the use of words, turns of speech, grammatical means, as well as orthoepic and spelling norms.

Secondly, it is the acquisition of reading and writing skills - the most important speech skills necessary for each member of modern society.

Together with the mastery of reading and writing, children master the peculiarities of written speech, in contrast to the spoken language, styles and genres.

The third task of the school is to improve the culture of students' speech, bringing it to such a minimum level that no student should be left below.

To solve these problems, we need the systematic work of teachers and students, with a certain dosage of material, with the consistent planning of both a general, "large" promising goal (which can be generally defined as "good speech"), and private, "small" goals of each individual lesson, each speech development exercise.

Unfortunately, these goals can by no means always be determined with the same concreteness and accuracy, as, for example, in grammar, where the program indicates the exact dosage of theoretical and practical material for each topic.

Therefore, it is very important to find out what exactly is included in the methodological concept of "work on the development of students' speech".

In the development of speech, three areas are clearly distinguished: work on the word (lexical level), work on the phrase and sentence (syntactic level) and work on coherent speech (text level).

In addition, the volume of the concept of "development of speech" includes pronunciation work - diction, orthoepy, expressiveness, prosody, correction of pronunciation defects.

The linguistic base for the first two directions is lexicology, word formation, phraseology, stylistics, morphology and syntax; as for connected speech, it relies on the theory of text (linguistics of the text), logic, and theory of literature. [2]

The indicated three lines of work develop in parallel, although they are in subordinate relations: vocabulary work provides material for a sentence; the first and second prepare coherent speech.

In turn, coherent stories and essays serve as a means of enriching vocabulary, etc.

The development of students' speech has its own arsenal of methodological tools, its own types of exercises; the most important of them are exercises in coherent speech (stories, paraphrases, essays, etc.).

They represent the highest step in a complex system of speech exercises, since all speech skills in the field of the dictionary and at the syntactic level, the ability to accumulate material, logical, compositional skills, etc., merge into them.

Systematic development of speech is ensured by four conditions: the sequence of exercises, their perspective, the variety of exercises (and the understanding of the specific, narrow goal of each type of exercise) and the ability to subordinate various types of exercises to a common goal. [6]

Each new exercise, no matter how small, is connected with the previous ones and prepares students for the next, at the same time, obeying a common distant goal, introduces something new (at least an element of the new), which provides forward movement.

In a modern school, the development of students' speech is considered as the main task of teaching their native language.

This means that the elements of speech development are woven into the outline of each lesson (not only in language, but also in natural history, mathematics, work, visual arts) and in extracurricular activities.

It is no coincidence that sections of the program for primary schools are named: "Reading and development of speech", "Grammar, spelling and development of speech." [4]

In developing students' speech, the school adheres to clearly defined speech characteristics that should be sought and which serve as criteria for evaluating student's oral and written statements.

The first requirement is content. A story or an essay should be built on facts well known to the student, on his observations, life experience, on information gathered from books, paintings, and radio programs. The compositions based on creative imagination are also successful in the primary grades (for example, the experience of V.A.Sukhomlinsky, under whose guidance children themselves composed beautiful fairy tales, gained worldwide fame).

In those cases when the students are given an essay without sufficient preparation of its content, the texts are poor, vague.

It is also necessary to take into account the age-related opportunities and interests of primary schoolchildren: general reasoning can only educate students in their insincerity.

The second requirement for speech is the logic of speech: consistency, soundness of presentation, absence of omissions and repetitions, absence of something superfluous that is not related to the topic, presence of conclusions arising from the content. Logically correct speech implies the validity of the conclusions (if any), the ability not only to begin, but also to complete the statement. The logic of speech is determined by good knowledge of the subject, and logical errors are the result of unclear, fuzzy knowledge of the material, the lack of thought of the topic, and the underdevelopment of mental operations.

These two requirements relate to the content and structure of speech; subsequent requirements relate to its language design.

The accuracy of speech (the third requirement) implies the ability of the speaker or writer to not only convey facts, observations, feelings in accordance with reality, but also to choose the best linguistic means for this purpose - words, phrases, phraseological units, sentences that convey all the attributes inherent in portrayed.

The fourth requirement follows from here - the richness of linguistic means, their diversity, the ability to choose different synonyms in different situations, different sentence structures that best convey the content. In the elementary grades, of course, high demands can not be made on the richness of the language, but this task should always be provided for in the educational work.

The fifth requirement is clarity of speech, that is, its accessibility to the listener and reader, its focus on perception by the addressee.

The speaker or writer consciously or subconsciously takes into account the possibilities, interests, and other qualities of the addressee of speech.

Speech is harmed by excessive confusion, excessive complexity of syntax; It is not recommended to overload speech with quotes, terms. Speech should be communicatively appropriate depending on the situation, on the purpose of the statement, on the conditions for the exchange of information.[1]

Speech only affects the listener or reader when it is expressive (the sixth requirement), that is, bright, beautiful, convincing.

Oral speech affects the listener with intonations; both oral and written - the general mood of the story, the selection of facts, the choice of words, their emotional colors, the construction of phrases.

Both clarity and expressiveness of speech also imply its purity, that is, the absence of superfluous words, "parasite" words (well, that means, you understand, etc.), vernacular words, etc.

For school, the correctness of speech (seventh requirement) is especially important - its correspondence to literary norm. There are grammatical correctness (the formation of morphological forms, the construction of sentences), spelling and punctuation for written speech, and for oral - pronunciation, orthoepic. Of considerable importance for the correctness of speech is the choice of words, the logic of utterance.

These requirements are closely related and in the school system act in a complex. All of them are applicable to primary school students.

The desire to comply with them develops in students the ability to improve the culture of speech, to detect and correct the shortcomings of their oral and written statements.

Having highlighted the main features of the development of speech of younger schoolchildren, we will dwell on the object of our study: the syntactic level of speech development, consider the specifics of elementary school students with phrases and sentences.

Conclusions:

The functions of speech are connected with its essence and are interconnected.

1. One of the main functions of speech is the design of thought, in its expression.
2. The communicative function is that speech serves as a means of human communication (human speech arises in response to the need to enter into communication or communicate something, therefore speech is defined as the use of language for communicative purposes).
3. Emotional, manifesting in the ability to express the feelings and emotions of speakers.
4. Voluntary (impact function) - with the help of language, a person can influence someone.

As we can see, speech is one of the most important indicators of the level of a person's culture, his thinking, and intelligence.

The main functions of speech are the functions of communication, emotional expression and impact.

Developed speech is one of the most important means of active human activity in modern society, and for a student - a means of successful learning at school.

Therefore, one of the main aspects of working in English classes already in the elementary grades is the development of speech, including teaching the norms of the literary language, the enrichment of the dictionary and the grammatical structure of speech, the development of coherent (monological) speech. The functions of speech are connected with its essence and are interconnected.

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