



DEVELOPING STUDENTS' SPEECH THROUGH VARIOUS GAMES IN THE OPTIONAL HOURS OF THE MOTHER TONGUE CLASS

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Abstract

The article describes the concept of speech, the methodology of speech development, and its importance. Ways to develop students' speech are discussed. Recommendations are given to teachers for the formation of speech culture.

Keywords: speech, methodology, aspects of speech, norms of literary language, art of thought and speech, quality of education.

The purpose of extracurricular reading in native language classes is to improve reading skills, to educate a conscious reader who is a regular reader who can choose books, and who can correctly evaluate the read book. Since 1959, extracurricular classes have been organized in schools.

Extracurricular study is held once a week in grades 1-2, and once every 2 weeks in grades 3-4. During literacy training, 17-20 minutes of the last alphabet lesson of the week are allocated. The main task of these classes is to make the student interested in reading fiction books, to teach him to keep a diary based on the books he has read, and to familiarize him with the life and work of famous writers of children's literature in an elementary way.

The task of the methodology is to recommend a list of literature to be read outside the classroom, to develop samples of the annual curriculum and lesson structure.

The following principles are followed when choosing a book for reading outside the classroom:

1. Selection of works of Uzbek and foreign writers of children's literature.
2. When choosing a book, consider the service of comprehensive education of students.
3. Paying attention to the diversity of the genre and theme of the work.
4. Taking into account the age and level of students.
5. Considering students' personal interest in independent study.





6. Adherence to the seasonal principle.

The main form of guidance for studying outside the classroom is special STO lessons, which is considered a free lesson. In STO classes, students' interest in reading, scope of knowledge, aesthetic impression, perception of artistic images, creativity develop, and skills and abilities characteristic of an active reader are developed.

Requirements for STO classes:

- start each lesson with an introductory conversation;
- taking into account books and works read by students in each lesson;
- recommending new works for reading in each lesson;
- carrying out analysis of the work read in each lesson in the interview method;
- preparing exhibitions based on the works read, writing reviews, collecting information about the author of the work, preparing albums, keeping a reading diary;
- organize a summarizing, concluding conversation about the works analyzed in each lesson.

Important tasks of extracurricular studies:

- reading a work, educating the student's independence in choosing a work, for this, giving assignments for independent completion;
- using interesting types of exercises, teaching the best essays, reviews, collected information about the writer, "Speaking quickly", "Finding riddles", "Expressive reading", "Proverb speaking competition", "Fable to It is necessary to use types of work such as "winter", "Conference of Scholars", organization of researches, organization of questions and answers on certain topics.
- Creating an annual calendar plan for extracurricular studies. In doing so, follow the stages of STO developed by N.N. Svetlovskaya. Auxiliary forms of guidance for studying outside the classroom:

1. Promotion of the book. The list of works recommended for reading outside the classroom is posted in the classroom or in a special place of the school, they are updated from time to time. Exhibitions are organized, the teacher organizes special talks.

2. One-on-one support and daily check-up. A conversation is organized about the books the student has read, the books read are taken into account, personal opinions are determined, home libraries are introduced, and parents are interviewed.

3. Public works related to extracurricular studies: literary tales, quizzes, meetings with writers, literary extra-research are specially prepared for them.

4. Registration in the library. 1st grade students become members of the library with the teacher's permission and recommendation.





5. Use of students' reading diary to record what they read.

1st grade students write the author's name, surname and book title in their reading diary starting from the 2nd semester. In the 2nd grade, they add the place and year of publication to it. He writes a review of the book he has read in the 3rd-4th grade, he writes his comments, that is, he expresses his reaction.

In the speech development of elementary school students, not only using methods such as memorization, explaining the meaning of words or retelling, but also using games that are an interesting activity for them, especially the intended goal, helps a lot in achieving high results. Because the game occupies the main place in the activities of students of junior school age. Based on the age and psychological characteristics of children, the game is the main tool for understanding the world and identity, and for developing connected speech. We give examples of several games in which students participate with great interest in the lessons.

"Story". The teacher writes a few words on the board. For example: Nafisa, watch, rain, book. Pupils independently compose a story with the participation of these words. Along with the increase in their vocabulary, the ability to form sentences correctly, to pronounce sounds correctly, and to think creatively and independently is formed. The teacher encouraging the active participants from time to time increases the self-confidence of the students and encourages them to be more active. These games can be easily used in extracurricular activities and clubs

"Opposite words." This game helps to develop logical thinking and speech. The game can be played both individually and with a group. The condition of the game is as follows: the teacher says a word to the child or student, the student must find and say the word that is opposite to the meaning of this word. For example: big - small, hot - cold, bitter - sweet, dark - bright, wide - narrow, far - near, etc. Usually, children have a little difficulty at the beginning of the game, in response to the spoken word, Antony answers not with the word, but with a synonym, for example: big - tall, long - far. But after understanding the essence of the game, the students play well. After playing the game several times, students can easily understand and respond to abstract concepts, so students' speech will also improve, for example, quick answers to words such as: quick - lazy, hardworking - lazy can find

"Fourth is too much." This game is played without pictures. The pupil or child is told the names of three objects belonging to one group and one object belonging to another group. For example: rose, lily of the valley, violet, mushroom. After the student says the most of them, he should be asked to justify his opinion. These games not only help the development of students' thinking, but also help the growth of speech. The game





is effective even if it is played individually, and if it is played in the form of a competition in a group, the interest of the students will increase even more.

"Relationship." Picture cards are distributed to students. After they get acquainted with the cards, the student tells about the object in the picture. For example: this is an apple. Apples grow in the garden and are among the fruits. The students like it very much." Then the second child also talks about his subject and must say that his subject is related to the first student's subject. For example: This is the sun. When the sun rises, the air warms up. Students love him. When the sun is warm, apples and other fruits ripen." Then the third student talks about his subject and finds the connection between the second child's subject and his own subject. The game continues in this order.

"How to use it." Tell the students the name of the subject that can be used in as many situations as possible. Have each student offer their own style. For example: You can say the word pen. It can be used in a variety of ways: drawing, writing, as an indicator, and so on.

"Seeking Commonality." Students sit in a circle. The leader throws the ball to one of the students and says 2 unrelated words. For example: school and student, book and shelf, sun and flower, etc. The student who catches the ball returns the ball by saying a common sign from the pairs of words.

"Journey". Pupils are given a task to describe their way from school or home to a certain place. Students independently observe the "object" for several days and verbally describe it. It is possible to cultivate feelings of love for the Motherland, love for nature, and being attentive to the environment with this carving tool, which requires meticulousness, intelligence, observation, and attention to the environment. In addition, when using these games, students' speech develops, vocabulary increases, and independent thinking skills are formed.

The above-mentioned educational games serve to increase the activity of students in the lesson, facilitate and strengthen the process of acquiring knowledge, and make every activity aimed at developing speech interesting. The idea of liberating our society is expressed directly in the educational process, and it is provided on the basis of its reorganization and content change, further humanization, socialization and democratization.

The new model of education leads to the formation of a free individual who thinks independently in society. We will have the opportunity to educate people who have a strong sense of self-worth, full of faith, and a clear goal in life. In this way, conscious cohabitation becomes the main criterion of society's life. Then a person will





consciously live as a free and free-thinking person with his own mind, his own thinking, his own work, his own responsibility.

This foundation will be stable only if the foundations of all spiritual and moral qualities, concepts and skills are not formed from childhood. The culture of speech, communication, and attitude has a special place in the structure of spiritual and moral qualities. The role of pedagogy is great in forming students' ability to engage in speech communication. This is one of the first-level important conditions for the development of the free and clear speech of the teacher, the speech and thinking of students.

The teacher should observe how his speech affects the children, consider whether it is understandable and interesting. If the children do not pay attention to the lesson, it means that the impact of the teacher's speech is weak.

The skill of the teacher is that he should not only educate the entire community with his pleasant speech, but also encourage them to strive for excellence.

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