

DEVELOPING ENGLISH SPEECH FOR PRIMARY SCHOOL STUDENTS

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ANNOTATION

In this thesis, to increase the interest of primary school students in English and to give them an understanding in simple ways and to make effective use of exhibitions. It is about preventing the traditional flaws that students encounter in speech.

Keywords: oral speech, speech activity, grammatical aspect of speech, vocabulary, communication, grammatical aspect, knowledge and upbringing.

ABSTRACT

This thesis aims to increase the interest of primary school students in the English language and to provide them with insights in simple ways and to make effective use of exhibitions. It's about preventing traditional speech impediments. Keywords: oral speech, speech activity, grammatical aspect of speech, vocabulary, communication, grammatical aspect, knowledge and upbringing.

One of the most important tasks in educating primary school students is to teach students foreign languages in addition to teaching them their mother tongue, and from this point of view to teach English. To be able to interest the student in English, to develop speech in English, to teach speech, to communicate. The main purpose of the development is to develop students' oral skills in English, to form the skills of oral communication with others.

The speech development task includes a number of specific tasks: 1. Introduce students to the classroom and its surroundings, develop speech, enrich the dictionary

2. Forming the grammatical side of speech. 3. Nurturing the sound culture of speech.

In addition to visual aids, work on the dictionary was carried out through exhibitions in the classroom, as well as through acquaintance with the environment is increased. In the process of acquainting students with the surrounding objects, events, plants, animals and so on, we say their names, qualities, characteristics in English.

For example: the names of items: (things) mirror (camp), soup, soap, carteen, cupboard, cupboard, tablecloth. Vegetables: carrot (cabbage), cabbage, turnip, cucumber. Fruits: apple, pear, cherry, peach peach), banana (banana), grape (grape) domestic animals rooster (rooster), hen (chicken), horse (horse), cow (cow), dog (dog), cat (cat), goat (verbs). Verbs (representing action) washing (washing), cleaning (doing), doing iron (ironing) .cooking (cooking), etc. Adjectives: (qualities) big (large), small (small), red red), green (green), hot (hot), cold (cold), etc., speech develops.

Working with a dictionary in English lessons is very important, as the teacher selectively introduces them into their speech using dialogic speech, which helps students to engage in oral communication with their peers in English. they go. Not only does it teach students to understand the translation of words. rather, they become accustomed to actively using these words in their speech. Dictionary is the building block of language. Grammar, on the other

hand, determines how words change in a sentence and how they are connected. In addition, grammar defines the structural model of a language (word-maker, word-changer).

The earlier a student masters all the mathematical forms of English, the faster he will develop, both mentally and verbally. If the grammatical aspect of speech in a student is formed incorrectly, mental development is delayed. The teacher must correct grammatical errors in children's speech in each type of activity and game. A grammatical error that is not corrected in a timely manner is reinforced in the child's speech, leading to the appearance of grammatical errors in the speech of other children who are listening to it. But a child in specially organized games. work to warn of these negative aspects in speech and to eliminate grammatical errors in the child's speech in a timely manner.

In specially organized games and activities, the child's attention is drawn only to the necessary grammatical forms. A word, its form change, a phrase or a sentence becomes the content of their mental activity. As a result of conducting such exercises in a consistent and coherent manner, children understand how to speak, try to speak fluently and beautifully. Classes organized in the spirit of a comfortable work environment distract the child. they listen carefully to the teacher's explanations, instructions, and observe the speech of their peers.

They take a speech sample in class and use it in their speeches. Many students become the teacher's closest assistant in correcting the mistakes of their peers.

Grammatically correct speech formation lessons are based on the nature of the educational game with or without visual aids. has Educational games appropriate to the content of the program for each elementary school. exercise is selected.

For example: "English alphabet", "Numbers" for first grades. "Domestic animals", "Family" and others. "Verbs", "Jobs", "Body", "Seasons", "Months and weeks", etc. for the second grade and above. Mistakes in children's speech should be corrected in a friendly, polite manner. Never repeat a mistake in a child's speech, preferably the grammatical form was correct. it is permissible to repeat the words, the educational game, the teacher must observe the child's speech during the lesson or during similar games and correct grammatical errors.

Grammatical errors in a child's speech should be corrected in a sufficient tone of voice during the lesson so that it is audible to other students. In addition to teaching students to speak grammatically correct, the sound culture of speech should also be taught.

Because elementary school students like the English alphabet they replace some sounds. For example: "school" [sku: 1] the word "schol", "book" [this: k] the word bok, "bag" [ba: g] bag. Teaching conversational speech (dialogue) is of great importance in imparting knowledge and education to students. Forming a child's conversational speech is about listening to and understanding the other person's speech, supporting speech, answering and asking questions (asking questions). The level of development of a child's spoken speech depends on its vocabulary richness, its mastery of the grammatical side of the language. The appearance of school classrooms also has a special place. That is, there should be enough light, tables, equipment should be suitable for students.

Having a permanent seat for students and the teacher, students the teacher's clear vision while sitting at the table, the students to the teacher, and the teacher should sit facing the students. The air in the classroom is constant should be updated. In conclusion, the life of any building with a solid foundation is eternal. In some ways, this similarity is also related to education.

This is because the more thoroughly a child acquires knowledge in a lazy classroom, the easier it will be to study in the upper grades. After all, the role of kindergartens and primary schools, which serve as a source of inspiration for future students, is invaluable. should pay special attention to underdeveloped students. In particular, he should take a one-on-one approach to students who are silent, unwilling to communicate, unable to behave.

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