



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 04 Issue: 06 June 2023
<https://cajipc.centralasianstudies.org>

Some Issues of Transmission of Written and Oral Speech of Primary Schoolchildren

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Received 4th Apr 2023, Accepted 5th May 2023, Online 7th June 2023

ANNOTATION

This article discusses the importance of examples and didactic materials for grammar definitions and rules, teaching children to work independently, creative thinking, creating a creative situation in the classroom, and preparing grammar games.

KEYWORDS: Independent work, continuity, Creative essay, reinforcement lessons, analysis, comparison.

Teaching students to work independently and to think creatively is very important in improving the effectiveness of mother tongue classes in primary education. Independent work is also the individual work of each student. Independent work can be carried out at all stages of the lesson. While conducting reinforcement classes in the subject of the mother tongue, the main attention should be paid to the development of creative thinking through independent work. In general, in creating a creative situation in the classroom, selected examples and didactic materials for grammatical definitions and rules play an important role.

Several factors of development of creative thinking have been studied in psychology. They include motivation, analysis, comparison, generalization, classification, planning, abstraction, as well as descriptions such as criticality, depth, flexibility, development of imagination and knowledge acquisition.

In pedagogy and psychology, objective (situational) and subjective (personal) conditions of influence on the development of educational motivation are grouped. "Subjective conditions are stable aspects of a person's character, the ability to approach the situation in one or another situation. The conditions of the objective environment include formation of confidence in one's strength and ability, stimulation of independence, development of imagination, without affecting the student's initiative in organizing the educational process" [1].

According to R.Kh.Djuraev, the development of creative qualities in children is characterized by humanity, continuity, coherence, tolerance, independence and self-confidence, a person-oriented approach, awareness, activity and the principles of advanced development of education [2].

G. Amirova says that the manifestation of creativity in visual and artistic activity is the organization of the child's motivation. These are: organizing daily monitoring of environmental phenomena; communication with

art; supply of material; taking into account the individuality of the child; organization of a creative environment in visual activity; justification of the task consists of such things as [3].

M. Toirova acknowledges the influence of the ability to freely choose the sequence of actions, the development environment, the warm, friendly environment in the family and community in the development of creative abilities. "It is important to continuously encourage the child to be creative, to be resistant to failure, and to patiently accept any ideas that cannot be implemented in life. It is necessary not to allow rebuke and condemnation" [4].

K. Kasimova describes the formation of learning motivation in students from the point of view of teaching them to formulate questions of a creative nature, orienting the text to verbal or graphic description, and emphasizes that it "creates convenient opportunities for them to clearly imagine the life scenes described by the writer in the work" [5].

Educational materials have the character of developing students' written and oral speech, creative thinking ability. Various exercises in developing creative thinking ability, written works help to study the text of the work, to develop children's speech. Activities such as retelling the text of the previous work, creating a small plot text plan, collecting material for an educational essay, organizing the collected material, writing a discussion, grammar assignment, essay on a grammatical topic, writing an article based on newspaper and magazine materials, writing a discussion essay will increase the creative thinking ability of students. Grammar games can be prepared based on the following topics:

Creative essay writing competition, "Who is rich in ideas?" game, "Who is advanced?" game, "Wonderful dreamer" game, "Who is resourceful?" game, "Fight for the First" game, "Epigraph selection" competition.

The didactic game "Wonderful Dreamer" is based on the students' impressions of the environment, events, pets and wild animals, movies about them, as well as impressions of going on a trip, fishing, excursions to various labor enterprises. The game is used to write an essay on the first geographical discovery, an independent read, a movie watched, travels. Readers are especially interested in the news, the lives of pilots.

How to conduct the game: students in the class are divided into two groups; their captain is elected; the time is fixed; pre-written essay topics are determined by paper; time is allocated for consultation.

At the end of the specified time, the text of the essay will be presented in order by the members of the 1st group. The leader of the group starts the story, and the others continue it. Outages are considered separately.

Group 2 will continue the work in this way. During the lesson, the winning group will be determined. It is appropriate to organize the didactic game "Wonderful Dreamer" on such topics as "Day Off", "On the Anhor River", "Incident on the River", "Sly Fox", "One of the Wonderful Summer Days". In this, the text topic and its coverage to the students; selection of materials, evidence, events reflected in the text depending on the topic; that the text is complete and correct; information is given on how to form the topic. For example, the creation of a text on the topic "Fishing" of group 1 can be organized in the following order:

- in the first sentence, the students and their friends have decided to go fishing together, they have carefully prepared for it, and the long-awaited day has arrived;
- in the second sentence, they (the children are named Dilshod, Bahrom) gathered in front of the school early in the morning and took the necessary items (a bucket, a fishing rod and a container with worms);

- that the children (Dilshod, Bahrom) have never gone fishing, but they have heard a lot about it (events are written);
- that they were inexperienced and only took fishing rods, and when they reached the river, they sat down on the bank and threw fishing rods and nets into the water;
- that they started to collect the net, that the boy (Dilshod) was not strong enough to pull the fishing rod out of the water;
- something pulled the fishing rod under the water, the boy (Dilshod) screamed, the children came to his aid and together they pulled the fishing rod out of the water;
- it is consistently stated that a fish was caught on the hook, and that this was the first catch of the boy (Dilshod).

The text of the essay of the students of the 2nd group on the topic "Incident in the forest" can be composed as follows:

- 1) that the children went to the forest on one of the spring days; when the snow begins to melt, when the mountain sparrows begin to fly;
- 2) when they were walking along the path in the forest, suddenly a gray, small, light hawk soared into the sky in front of them; that the boy (Rashid) saw a mountain sparrow in the clutches of a hawk;
- 3) how the boy (Rashid) began to look for a way to save the mountain sparrow; it's a pity he didn't get a shotgun;
- 4) that the child (Rashid) was helpless; and that time was passing, that he did not know what to do;
- 5) no way to save the mountain sparrow from the clutches of the hawk...

The game will be terminated due to an interruption in the compilation of the text of the essay. Group opportunity is missed.

The didactic game "Wonderful Dreamer" ends. The winning team will be identified and promoted. Among the members of the second group, gaps in their knowledge of word combinations, sentence, text composition, continuation of thoughts, creative expression of ideas are identified and measures to eliminate them are determined.

Conclusion. So, the child learns by seeing, hearing and reading the knowledge he needs. This is done through language. If there was no language and everyone was based on their own experience, today's material and spiritual development would not have been achieved. Thanks to language, knowledge is passed from generation to generation in oral and written form, as a result, the legacy left to the generations is continued and progress is ensured. Since the language has the generalization feature, a person studies existence with the help of words, creates general concepts, learns to perceive reality.

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