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The role of mother tongue and reading literacy in the development of speech of primary school students

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Abstract: This article mentions the necessary skills for the development of speech of elementary school students. The science of mother tongue and reading literacy is important for the formation of students' oral and written speech. Speech development processes are carried out through this subject, and the exercises conducted in each lesson are effective in developing the student's speech.
Key words: Speech, skill, literacy, competence, speaking, writing, conversation, strategy, etc.

Introduction

Today's elementary classes of mother tongue and reading literacy do not think that it is enough for the student to read and understand this or that work of art. The reader should be able to approach the work in a new way. It depends on the level and level of knowledge of the primary school teacher. Then, the student's independent point of view about things, events, and people will be formed from a young age. It goes without saying that this virtue is not a product of external instructions, but a result of a young student's personal opinion, independent thinking and decision-making. A primary school teacher should not allow his students to be shy, not to express their opinion openly, but to keep it in their mouths. In the classes of mother tongue and reading literacy of elementary grades, it is necessary to encourage the student to think and write only about the issues he knows well and interests him. There is no more painful task for a student than to write about a topic he does not know well and has not thought about. Such a task causes superficiality in his person, forces him to copy. In order to educate a restless, alert soul in a student, first of all, it is necessary to arouse a strong interest in the environment, nature, the world of animals and plants, and in people, and direct them to enter the essence of everything. In the course of mother tongue and reading literacy lessons, it becomes clear that students know a lot when discussing interesting life topics and events that are not related to the lesson, such as movies or football games. This is a proof that these events are directly interesting for the students themselves. Based on this, it can be said that the educational materials in the "Reading Book" textbooks. The fact that it is suitable and interesting for children's nature and age characteristics, that the questions presented on the texts are structured in such a way that they are not similar to each other, that they are built on the basis of logic, that they require independent opinions from the students will activate the students.

REFERENCES AND METHODOLOGY

The native language and reading literacy classes taught in primary grades are a component of literature. The contents of the trainings held in the reading and speech development section of the programs; teaching students to read correctly, fluently, and at a

certain level of speed; Children's motherland is the Motherland, its nature is the heroism, bravery, national independence ideas in people's work. Relying on the lessons of the mother tongue and reading literacy based on the state requirements, relying on life experiences and observations, ensures their conscious perception of its effectiveness. Educational and educational goals of reading and speech development, methods of developing oral and written speech of reading skills by classes, connection of reading activities with written speech such issues are clearly included. In the teaching of mother tongue and reading literacy, the main focus is on the formation of four language skills: reading comprehension, listening comprehension, speaking and writing, and grammatical literacy. In the process of education, it is important to develop creative and critical thinking, the scope of thinking by teaching students to observe, understand, compare, analyze, and synthesize events. The science of mother tongue and reading literacy serves to realize these goals. Within the framework of grammatical literacy, increasing the student's vocabulary, feeling and understanding the nuances of meaning, differences and similarities of words, pronouncing and writing correctly, connecting words to form sentences, and creating texts from sentences , finding and correcting semantic and grammatical errors in the sentences, logical errors in the text, correctly understanding the opinion of others, expressing this opinion in different forms, performing a number of logical operations, such as restoring the continuation of a broken thought, correctly assessing the speech situation and the emphasis is placed on building skills and developing competence to use language opportunities accordingly in the first year of primary education, students learn to divide words into syllables. Students' ability to divide into syllables is formed in "Alphabet" lessons with the help of auditory exercises. Students' successful mastery of the topic "Vowels and consonants, letters" creates the ground for their thorough mastery of topics such as "Syllable" and "Speech". If students' oral speech is well developed, if they pronounce all sounds and words correctly, their written speech will be fluent and understandable.

Grammatical forms of words, syntactic phenomena can also gain great expressiveness and importance in artistic texts. In the analysis of the text, it is necessary to take into account the peculiarities of the speech of the author, characters and narrator.

Pupils' understanding of the lexical meaning of words is one of the important tasks related to the development of speech. gives effect. So, students' ability to use the chosen word can be formed by working on the text.

Observations on the development of the speech of elementary school students showed that most of the students have difficulty expressing their thoughts, cannot express it logically, use connected sentences incorrectly or creates inappropriately. After all, they are not yet aware of the construction of sentences, the conditions for connecting independent sentences with each other. That is why it is appropriate to ensure that the activities of students' speech development in the reading classes are carried out in a coherent manner with exercises related to working on the text in the native language classes.

Writing strategies are presented in writing assignments. (Usually, in order to develop the child's connected speech and text creation skills, exercises and tasks related to text composition based on questions, pictures or observations are given, but in this process, the issue of how to write is neglected. The textbook "Mother language and reading literacy" focuses on these aspects: filling in the wrong text, writing based on the given sample, writing based on the presented choices; writing answers to questions in sequence; writing text based

on pictures with subjects). Each lesson is organized as a natural laboratory of language acquisition. Also, the competency requirements are developed based on the principles defined in the National Curriculum (NCU), which include: speaking, listening comprehension, written speech, reading comprehension, linguistic signs

Oral speech: can speak fluently on topics suitable for the second grade level, following the rules of literary pronunciation, in conversation with children, peers and adults, and in the process of discussion, the etiquette of communication (respecting each other, respectfully asking if they want to speak, regarding the topic or text speaking in turn) observes and can express his opinion, reacts to the opinion of others during a conversation or discussion, and can justify his attitude. Can ask questions to clarify information or opinion during a conversation or discussion, can recite poems by heart, expressively and fluently according to the class level. Can describe pictures, people, objects, and events in grade-level-appropriate topics and situations, and after reading and listening to grade-level-appropriate texts, can describe their main content. Able to give a short presentation based on his/her knowledge of a given topic in the class syllabus. He speaks about his personal interests without preparation, in an orderly manner, and can fill his speech with details.

Success in developing oral and written speech of students depends on three main factors:

- firstly, paying attention to words, children reading a lot, correct and expressive speech of the people around them, i.e. speaking conditions;
- secondly, how children's speech experience is organized;
- thirdly, it depends on the teacher's ability to rely on language theory, grammar, lexicology and stylistic elements in the development of speech.

Each stage of continuous education ensures the solution of a specific task. Teaching literacy is one of the main stages of understanding the sound characteristics of speech. In connection with this, a child of preschool age becomes interested in analyzing the sound structure of a word. Although the child can distinguish some sounds, cannot independently analyze them in the structure of words. For this reason, such an analysis during literacy training creates a new stage in the understanding of sounds. The role of mother tongue and reading literacy is very important for primary school students, it serves to form their language skills.

CONCLUSION

In the primary grades, mother tongue and reading lessons are separate. The student's literacy is achieved through mother tongue and reading lessons. He learns to write and read. As in other subjects, the use of information technologies in the teaching of mother tongue and reading helps to improve the quality of education and increase students' interest in the lesson. For this reason, we can say that it is the demand of the time to conduct classes based on the use of information technologies in the mother tongue and other classes. The use of multimedia tools in mother tongue and reading classes has both educational and educational importance in increasing the effectiveness of education. For example, the variety of information: text, pictures, decoration, speech, music, clips from video films, TV frames, animations is achieved. Instills a creative attitude in students' education and builds self-confidence in students; develops students' thinking; allows self-presentation; the student will be mentally ready to express new ideas on the subject and learn them. Based on these aspects, it can be said that a modern teacher should always be aware of the changes taking place in the world education system and should be able to master them and apply them in his work.

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