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## Methodological Aspects Organizing Work on Developing Younger Students Coherent Speech

**Key words:** organization, *development of coherent speech, younger students, exercises.*

**Annotation:** *the article deals with the problem of development of coherent speech and writing skills of students, described the methodological aspects of the organization of work on the development of coherent speech of younger students in the classroom reading and language, games, dramatization provide mastery of such qualities of speech, as the correctness of speech, its cleanliness, accuracy, consistency, expressiveness, imagery, accessibility, efficiency and relevance.*

Modern school pays much attention to the development of thinking in the learning process. Thinking cannot develop successfully without linguistic material. In logical thinking important role belongs to the concepts, which summarizes the essential features of phenomena. Concepts denoted by words, hence the concept of the word finds necessary for communication material shell.

Human thought is clothed in language forms. No matter how difficult the content of human thought, it is slender embodiment of the syntax and morphological forms of language.

Enriching speech in turn has a positive influence on the development of thinking. It is important that the new language means that assimilates schoolboy filled with real meaning. It enables communication of thought and speech.

In the narrow linguistic sense of speech - this ownership language rules (in pronunciation, word stress, word usage in the construction of phrases and the like), as well as the ability to use expressive means of language in different contexts of communication in accordance with the purpose and content of the speech but in a broader sense - that reading culture, and an important part of human culture.

The word "culture" (from the Latin culture) literally means "cultivation", "development." This is what "processed", "cultivated" and handed down to us by our predecessors inherited; is that "processed" and "cultivated", polished us to pass to the next generation (2, p. 4- 5)

Speech development of younger schoolchildren should be based on a coherent system of work. On native language lessons and reading, we often encounter with the answers in poor lexical relation. A poor vocabulary combined with poor syntax. Meager vocabulary younger schoolboy often inhibited and successful work on spelling. Therefore, MR Lions recommends their benefits younger students develop speech on levels:

Phonetic level involves working on the production of speech sounds, articulating above, differentiation of sounds and letters.

At the lexical level is conducted dictionary work on it 4 areas: quantitative enrichment dictionary; refinement dictionary, activation dictionary, elimination of non-literary words (3, p.13).

At the syntactic level, work on two major units of syntax - the phrase and sentence. These include creative exercises, building offers specified type, reducing common proposal and dissemination of simple sentences, etc. The last level is work on connected speech. In the process of improving the speech training of students, respectively, the levels of development of speech used general methods: observation, comparison, work on concepts, establish the temporal sequence of cause-and- effect relationships.

But at every level of the teacher has special methods of work. So, we should not forget that the sound side - belonging speech - is not only a mandatory form of its material existence, but one of the important factors in its expressiveness. The same in content and structure it can be pronounced differently. From sound design depends emotional speech, her ability to have some impact on the audience. Therefore, the work to build a culture of speech of younger students as a compulsory element includes work on the sound side of speech.

In terms of the formation of correct speech phonetically main task is to eliminate the shortcomings that hamper semantic aspects of speech perception. Leading place here belongs to work on mastering intonation and norms of the literary language.

In terms of building a good speech phonetically task is to educate the younger students overall articulatory -aural culture, skills, fluency in all audio assets in different types of speech activity (dialogical and monological speech, expressive reading, etc.).

As you know, articulation and intonation skills children develop on the basis of imitation speech of others. The degree of absorption of sound and proper means of language depends on the development of the child hearing the speech, which refers to not only the psychological ability to perceive all sound means of language, but also the ability to reproduce them in their own language. Thus, the work of speech involves the formation of students' skills, which can be conditionally divided into two groups:

Auditory skills is the ability to fix attention on the sound side of the question, analyze and evaluate it in terms of correctness, expressiveness, euphony and other qualities, the ability to accurately and completely tone catch , to perceive the thoughts and feelings of the speaker and the reader.

Work on each subsequent unit includes the formation of skills associated with the previous unit. So, based on the phrase, work continues on pronouncing skill, as well as working with text and assimilation provides phrasal intonation.

So education articulatory - auditory culture suggests two sides: the formation of auditory skills and articulatory - forming abilities of pronunciation. In accordance with this exercise may be arbitrarily divided into the following two types:

Exercises aimed at development of pronunciation (in the broadest sense of the word culture.

Exercises of the first type are mostly analytical, because the performance of their transition from direct, undifferentiated perception of speech sound stream to its dismemberment and evaluation. This analysis external aspect of speech is based on theoretical knowledge of phonetics and syntax.

Exercise of the second type are predominantly syntactic in nature, because they suggest the mobilization of all phonetic knowledge and skills to design external aspects of speech.

The relationship between these two types of exercise is obvious: education articulatory culture is possible only in reliance on auditory skills, and vice versa, so often exercises are mixed analytical- syntactic character.

Exercises to develop external aspects of speech are extremely varied and can be organized in different ways. We believe the most appropriate seems to systematize such exercises, in which the starting point is taken unity speech training. Show the main varieties of such exercises.

1. Exercise analytical type, developing the ability to aurally perceive, analyze and evaluate the sound side of the readable text:

- a) How many proposals to listen? How to define the boundaries between hearing suggestions?
- b) What are the words in the text are highlighted logical stress and why?
- c) Listen to the poem (or prose passage) while reading his book by himself. Especially as intonation, which reads this work, passed on a letter (paragraphs, punctuation)?

2. Exercise analytical and synthetic type, directly aimed at developing expressive reading of the text:

- a) Read this story himself. Compare the pronunciation of the word ball throughout the story. What does it depend on? Why only in the first sentence, the word is pronounced with a logical stress? What words should fall logical stress in the following sentences and why? Read the story aloud, observing the logical stress.

Written composition in 1 class precede various teaching oral exercises drafting proposals under the theme, text strain recovery Series scene pictures, oral answers, united by the theme, oral stories they read on, by analogy with the read. By performing these exercises, students learn under the guidance of teachers' express thoughts in order, sequentially (4, p. 33). Works graders - is collectively made up stories about games, amusements, and working on them, students learn to interpret their activities.

Thus, the simultaneous use of literary and sample pictures positively affects the content and connectivity retellings, their volume, fluency, increased motivation and self- expression. However, in some cases, increased levels of situational speech, when children are more focused on the image, replace the transfer retelling depicted characters.

Limitations of verbal communication, aborted coherent speech adversely affect the child's identity, cause specific neurotic layering form negative traits (isolation, negativity, aggression, insecurity, feelings of inferiority), which affects the performance, but also on the social activity of the child.

Thus, these arguments demonstrate the need for special pedagogical work phase focused on the development of all levels of speech and of the individual student as a whole.

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