

## THE SIGNIFICANCE OF POETRY LINES IN SPEECH DEVELOPMENT OF STUDENTS OF PRIMARY SCHOOL AGE

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**Abstract:** *this article talks about the skills of expressive reading, memorization, and understanding of poetry for elementary school students, and the importance of poetry in developing the student's speech.*

**Key words:** *poem, melody, speech, rhythm, rhyme, lyric, poetic tale, expressive reading.*

A poem is an exciting rhythmic speech organized in a certain way in terms of tone, created as an expression of feelings. Rhythm (consistent repetition of similar small parts) and rhyme (harmonic words that come at the end of verses) are certain means of regulating poetic speech in terms of tone. It is important for young students to be excited by the poetic description of nature and social events when reading the poem. Stories written in the style of poetry, that is, poetic stories and lyrical poems, are taught in primary grades. In a poetic story, the plot, that is, the system of events and its development, is characteristic. Lyrical poem "reflects life through the mental experience, thoughts and feelings born in a person under the influence of a life event." The characteristic of a lyrical poem "is to more effectively express a person's emotional speech full of emotions." It "creates melody and musicality".

The main type of work in poetry reading classes is expressive reading. The reader can read the poem expressively only if he understands the main (ideal) content of the poem. Therefore, it is necessary to analyze the poem and explain its content to the students. In the analysis of a poetic story, it is possible to use the types of work that are used to analyze a story, a fairy tale, a parable. The content of the poetic fairy tale "Eshmat and his three friends" written by the children's poet Polat Momin can be explained with the help of questions. But reading and analyzing a lyrical poem requires great skill from the teacher. The main task in the lesson of reading a lyric poem is to read it with emotion. After the poem is read expressively, the words and phrases that need to be explained in it are briefly explained in two or three words. Before reading the poem, sometimes a conversation is held about the seasons described in it, or the teacher briefly tells the events that the students need to know in order to understand the content of the poem. Preparing students to read some poems for a longer period of time, for example, "Winter" and "Bahor" poems by children's poets Qudrat Hikmat, Po'lat

Momin's poem "Birbirini kuztar faslar" Before winter, it is advisable to observe nature, go on excursions to the garden and the hills. The main form of visual education in primary grades is the expressive reading of a lyric poem. It is important to achieve a holistic understanding of both the lyrical poem and the poetic story by the readers with excitement, for which no explanation is given when the poem is read for the first time. It is necessary to consider and know how the poem affected the readers. The teacher should read the poem in such an expressive way that the children understand its main content, and the lively word has a stronger effect on them. Reading should be simple. When reading, it is necessary to avoid falsely expressing the feeling of natural pleasure - excitement, joy, happiness, anger with a screaming voice. When children read a poem, it is necessary to ensure that they follow the poetic line and do not break the rhythm of the poem. The content of the poem, like other works of art, is analyzed based on questions. But it is not recommended to ask the students many questions about the content of the poem. It is enough to make sure that the readers understand the main content of the poem. For example, when 4th graders read Qudrat Hikmat's poem "Kish tozhgitar momik par", they asked, "What season did you read about?" it is enough for them to answer the question; When the 4th graders read this poet's poem "Spring", the teacher asked: "What season of the year did you read about in the poem?" (Spring)". "What about the wind? What about the poplar, the bedapoya, the birds?" asks questions. Polat Momin's poem "Summer Guests" also mentions natural phenomena that are interesting to the reader. We can ask students about what changes happen in nature with the arrival of summer. It should also be said that it is necessary to fully analyze the content of the poems that express children's lives, their unique thoughts, feelings, interests, as well as the heroes of our time, the Uzbek people, the defense of the Motherland, and the heroic deeds of our people. . Pupils are specially prepared to read such poems: a short talk or a conversation is held about the historical event that is the basis of the poem's content. Analyze many poems taught in primary grades lib, after practicing expressive reading, the task of expressive memorization is assigned (students are not recommended to prepare for expressive recitation of a poem at home that they have not read expressively in class).

Children like poetry. Poetic speech is easily memorized, evokes an aesthetic feeling, children quickly and easily memorize sonorous poems with a simple rhythm, written in a childish, clear language suitable for the level of young students, and then recite them expressively.

Young students are taught how to memorize a poem. For this, the teacher divides the poem with students into several parts with equal lines. Students are reminded to make a rhythmic pause at the end of each line, that it is not necessary to have a punctuation mark at the end of the line, that the rhythmic pause should not lower the voice as in a period, it allows the continuation of an unfinished thought, and the order of the divided parts.

It is known that comparison of snow to silver (similarity of color) is widely used. On this basis, the poet evokes another association of "silver": he compares the snowfall to the "scattering of silver coins" (ringing silver), as if someone is scattering coins as a donation. You know, of course, that in our people, the fall of "snow" is considered a blessing. We see that snow evokes "silver" in the poet's associative thinking, and then the thought that is firmly established in the everyday thinking of our people. So, if the content of a lexical metaphor can be understood within one word, the meaning of a metaphor in the text is clarified in connection with other words in the text.

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