

FUNDAMENTALS OF THE FORMATION OF ORAL SPEECH SKILLS IN PRIMARY SCHOOL STUDENTS

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Annotation. *This article covers a wide range of issues of growing and developing oral speech of Primary School students.*

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One of the main tasks of primary education is to grow the speech of students. The fact that speech cultivation is carried out in three directions: working on a word, working on a vocabulary and a sentence, working on connected speech is noted in the methodological literature. Speech is not only a means of expressing a thought, but also a weapon of its formation. Thought acts as the psychological basis of speech, while the condition for its cultivation is thought enrichment. Speech can be successfully cultivated only on the basis of mastering the system of mental activity. Therefore, when growing students' speech, great importance is attached to the types of work that focus on preparing, improving the material, choosing, placing the relevant one on the topic and logical thinking.

In speech, thought is formed, at the same time, thought creates speech. "Speech is closely connected with thought. Without speech, there is no contemplation, and without language material, the thought cannot be expressed". The speech formation of an opinion ensures that it is clear, understandable, pure, consistent, logical. Language acquisition provides conditions for learning the phonetics of this language, the composition of the dictionary, the grammatical construction, for improving thought, for the cultivation of thinking. Knowledge, evidence, all kinds of information are material of both thinking and speech. Speech serves as an important tool for studying the thought process. Speech is used as one of the main measures of the development of the reader's thinking. When a student assimilates material from all subjects of study and reflects on general mental development, one or another subject is considered how the student can state in his speech (information, retelling, answer to questions). Therefore,

speech cannot be separated from thinking, speech develops on the basis of thinking; thought matures with the help of speech, comes to the surface. On the second hand, the growth of speech helps and improves the formation of thought.

The system of propedective exercises corresponds to the arrangement of the elementary classes grammar and spelling program on the principle of step consistency. As a result of practical work, children begin to accumulate experience in observing certain speech experiences, linguistic phenomena, the word, its composition and structure, changes when connected with other words. It is from these experiments that students master theoretical generalizations, on the basis of which grammatical concepts and orthographic rules are formed.

The cultivation of the speech of students is also inextricably linked with activities carried out from other educational subjects. In native language classes, students learn about nature and people's lives using language; they learn to observe, think, and correctly state what they see, hear, read. Mother tongue lessons will effectively help enrich the children's vocabulary, teach the correct composition of speech.

The lesson of reading and the observation carried out in connection with it, the excursion gives readers knowledge about natural phenomena, about the life and work of people, about the rules of morality, about dealing with other people. In these lessons, there is a wide opportunity for children's speech, its formation and cultivation. Poetry, reading articles, retelling what is read, recounting what is seen on an excursion, while observing the subject and natural phenomena is a means of cultivating readers' oral speech. And in native language classes, there is a wide range of opportunities for the cultivation of written speech. Various exercises for vocabulary, sentence structure, statement, essay, which students perform in grammar learning and reading lessons, will help them in acquiring speech skills.

With the special study of language in grammar and correct writing lessons, children learn to hear and say separate sounds, syllables, words and sentences. They learn a lot of words that indicate something, action, sign, as well as a lot of new terms, such as sound, letter, syllable, word, stem, suffix, word category, noun, adjective, verb, number, pronoun, binder, sentence, sentence fragment, narrow sentence, interrogative sentence, exclamation sentence.

Students group what they see in natural science classes and during an excursion with the help of a teacher, comparing them among themselves, finding similar and different sides. These, in turn, allow you to clearly know

certain concepts of nature and cultivate thinking. With the perception of natural phenomena and objects, concepts related to natural science are formed in the minds of children. These concepts are used in the educational process, either for things (such as trees, apples, peaches, apricots, plums, flowers, grass), or for their sign (fruit, fruitless; bitter, sour, sweet; red, like white), connects with words that express the movement of yo (like a tree grows, a bird flies, a nightingale walks).

When growing students ' speech, the teacher's speech culture is of great importance. It is necessary that the teacher speaks expressively, impressively in all lessons, classroom and extracurricular activities, observing only orthoepic pronunciation and literary language norms, and also always writes in the student's notebook, all documents, observing the rules of correspondence and spelling. With this, he teaches children to speak expressively, to write without mistakes, beautifully, evokes sensitivity to language.

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