



WAYS TO ELIMINATE THE SHORTCOMINGS OF WRITTEN SPEECH IN PRIMARY SCHOOL STUDENTS

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ANNOTATION

This article is devoted to methods for analyzing and eliminating speech errors in elementary school students. Raising the speech culture of Primary School students is one of the urgent tasks facing the modern school. As you know, one of the indicators of the level of human culture, thinking, intelligence is his speech, which should correspond to language criteria.

Keywords

speech errors, stylistic exercises, pronoun, conditional sign.

Introduction. One of the most important indicators of the level of human culture, its thinking, intelligence is its speech.[1,61] a person improves speech throughout his life, occupies the wealth of language. In early childhood, he feels the need for communication, satisfying it through the simplest elements of speech. As we age, the need to express our thoughts expands, becomes diverse.

The developing child uses increasingly complex language units. The vocabulary is enriched, phraseology is studied, the child acquires the laws of Word formation, modification and expressions, various syntactic structures. [2,48] he uses these language tools to convey his increasingly complex knowledge, to communicate with people around him throughout his career.

Children acquire their native language through speech activities. Therefore, it is very important to develop the speech of an elementary student, to engage in it constantly and purposefully. The first condition for the development of a child's speech is the need for communication.

Main part. The second condition for the development of a child's speech is the creation of a speech environment. Its speech environment largely depends on the richness and diversity of its speech. Speech helps the child not only to communicate with other people, but also to know the world, to master speech – this is a way of knowing the truth. The wealth of speech largely depends on the enrichment of the child with various ideas and concepts, on his life experience.[3,90]

In other words, developing speech needs not only language, but also real material. This is the third condition for the successful development of speech. Also,



the school has the following aspects that help to develop the child's speech. This is the assimilation of the literary language. The school teaches literary language in artistic, scientific and colloquial variants. The Material is quite extensive, therefore, elementary students need a system of educational influences, systematic work, it is necessary to follow the stages of speech formation. The next aspect is mastering reading and writing.

Speech is a very broad area of human activity. In the development of speech, three directions are distinguished: work on the word, work on the phrase and sentence, work on coherent speech. All three of these works develop in parallel, although they are simultaneously in subordinate relationships: the work of the Dictionary provides material for sentences, for coherent speech; in preparation for the story, for the essay, preparatory work is carried out on the word and sentence.

Exercises in coherent speech: stories, repetitions, compositions, etc. - represents the highest stage in a complex system of speech exercises, in which all skills are combined-both in the field of vocabulary and at the sentence level, both in logic and text composition, the ability to collect material and graphic and spelling skills.[4,135]

The most important requirement for speech exercises is systematicity (sequence, perspective, interdependence of various exercises, the ability to subordinate them to a single goal). Speech exercises, as a rule, do not have a significant effect in a short time. In the development of speech, long, hard work of Primary School students and teachers is required. Temporary failures, breakdowns should not scare both. Systematic work on the development of speech will certainly pay off.

Nutq qobiliyatlari va ko'nikmalari, aytganda, geometrik progressiya qonunlariga muvofiq rivojlanadi: kichik muvaffaqiyat ko'proq narsaga olib keladi, nutq yaxshilanadi va boyitiladi.

Speech is the application of language to communicate, communicate, convey thoughts, knowledge, intentions, feelings of a person. Speech is diverse. This is a conversation of friends and a heated call from the speaker, a monologue from the artist on the stage and a response from an elementary student at the teacher's desk in the classroom, scientific work and Telegram. In different situations, speech appears in different forms. Therefore, it is not always possible to be the same to guide the development of speech. It is necessary to know the characteristics of each type of speech.

It is in elementary school that children begin to master the norms of oral and written literary language, learn to use language tools in a variety of communication conditions in accordance with the goals and objectives of speech. At the same time, the teacher should help children understand speech requirements, teach



elementary school students in the formation of thoughts to observe the correctness, accuracy, variety and expressiveness of language tools. [5,174]

Knowing the main types of errors, knowing how to identify their main causes, the teacher can develop a methodology for correcting and warning them. It consists of the following elements:

Correction of speech errors in elementary school student notebooks; class work on general, most typical errors in thematic 20-30-minute sections of approved essays or presentation analysis lessons (the goal is to prepare schoolchildren to independently identify and eliminate certain types of errors);

individual and non-group work on individual errors: their identification, understanding and Correction;

a system of methodological exercises, which serves as a general basis for a specific work on errors made by students of this class, linguistic analysis of texts in reading and grammar lessons;

language exercises before each essay or presentation to prepare schoolchildren to use a dictionary of the upcoming text, its phraseology and some syntactic constructions;

methodological comments as much as possible in the study of topics in the grammar course;

special education for schoolchildren in independent Editing (improvement) of their own compositions and presentations.

Stylistic exercises, the stages of preparatory work before the essay are described above; the rest of the methods for preventing speech errors are considered here. All speech errors in notebooks must be corrected by the teacher or the elementary student himself. Errors are corrected differentially. According to the teacher, he himself corrects speech errors that children cannot independently correct: he rearranges sentences, replaces words, adds what he needs, cuts off excess. Then, when analyzing mistakes (best of all in an individual conversation), the teacher makes sure that the elementary student understands his mistake, does not make such a mistake in the future. But the goal is to increase the independence of Primary School students. It is necessary to look for such methods of correcting the error that ensure the maximum mental activity of a primary student. If the teacher finds a word that was used unsuccessfully, he will highlight it and write on the edge of the notebook: "find a more specific word or replace the word."

In some cases, the word is not stressed, and a note or conditional mark on the edge forces the elementary student to find an unsuccessful word in this line and correct the error. One of the most common mistakes in elementary grades is to repeat the same word. If the teacher has placed a conditional mark on the edges, for example, the letter "p", children will fix this error relatively easily on their own.



Skipping something important is marked with the symbol "v", breaking the order of words - numbers above words, wrong choice of Word - "s", misuse of pronoun - "m". The role of approved presentations and essay analysis lessons is great. In a lesson dedicated to the analysis of a proven essay and presentation, various works are carried out: they read the best samples, analyze the shortcomings in the content, reveal the topic, analyze spelling errors. Sometimes the teacher organizes his work in such a way that in one lesson speech errors are analyzed, in another, work is carried out to replace unsuccessfully selected words, etc. Such thematic classes allow students to focus their attention on certain types of errors, which will help in the future to check and edit their text. [4,90] requirements for such a lesson:

- a) the subject is clearly distinguished and transmitted to readers, for example, "replacing an incorrectly selected word";
- b) literary and artistic samples are analyzed, which allow you to observe how the writer chooses the word;
- c) texts containing errors are given: schoolchildren find them, correct them themselves, and thus prepare for independent Editing.

Conclusion

In conclusion, the system for correcting and preventing speech errors is developed on the basis of their classification, distinguishing the specific types of errors and studying the reasons for the appearance of each type. All speech errors must be corrected in the written and oral speech of students: a primary school student who makes an error must learn the correct option and, if possible, understand the cause of the error. Errors are corrected by the elementary student himself - this is the best option. Or will be corrected by the teacher, if the elementary student cannot correct the error himself. Correction of an error consists in reconstructing a sentence or phrase, replacing words, adding what you need depending on the error. By checking the notebooks of elementary students, where an essay or presentation is written, the teacher corrects mistakes that children, even with its help, cannot correct, and prepares other mistakes for self-correction in collective or individual work.

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