

The Role of Primary School Students in Working on the Texts in Textbooks and the Development of Children's Speaking Competencies (For Primary School Students in Karakalpak Schools)

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Abstract: The article provides information about the work of primary school students in the textbooks of Karakalpak language schools on the texts cited in the textbooks and the role of these texts in the development of children's speech, increasing vocabulary. 'analyzed through examples given in the study programs.

Keywords: text, speaking competence, curriculum, vocabulary.

A lot of practical work is being done to further develop and expand the speech of children coming from pre-school to primary school and to develop the skills of using words correctly and appropriately. We can see this in every aspect of primary education. Primary textbooks mainly include fairy tales, poems that are not difficult to memorize, written exercises, and, of course, texts. All of the above have a significant impact on children's speech. One of the most common textbooks is textbooks. Texts are used regularly in both reading and mother tongue textbooks. A spoken whole is a text that consists of one or more syntactic units that give information about a particular event¹. The concept of text is not widely used in preschools, but is introduced to the child in the process of developing writing and reading skills. Writing and reading skills help each other succeed. Therefore, reading and writing are taught in parallel. In both cases, texts are used. However, a literate child may no longer pay attention or understand the main content of the text he or she is reading or writing. Because when reading, children focus on reading words completely, without mistakes, correct pronunciation, and when writing, practice writing the word correctly, beautifully 'ul remain. Literacy is used in the teaching process for the purposes listed in the texts. The alphabet textbook also contains a number of short text examples. For example, if we take the text of the textbook "Winter has come"², a child who has not read the letter for a long time will be able to read it as if he had read it first, and then read it again and again. After getting acquainted with the content of the text, he understands what the text is about and begins to get acquainted with the new words used. The memory of first and second graders will be stronger. Even at this age, children prefer to memorize words verbally rather than tell the content of a text because it is not fully formed.

Texts are then used not only to develop writing and reading skills, but also to increase children's vocabulary. In the first, second and third grades, students are given tasks related to the text: expressive reading of the text, narration of the content, and after reading the text to find a topic that corresponds to the content. As they work on the text, they learn about polysemous words,

¹ Mahmudov N., Rafiyev A., Yo'ldashev I. Nutq madaniyati v davlat tilida ish yuritish. – Toshkent: Cho'lpon, 2013. – B. 65.

² Berdimuratov E., Jumashv H., Xojamuratov H. Álipbe 1-klass ushin sabaqlıq. – Nókis: Bilim, 2018. – B. 86.

synonyms, figurative words, and some phrases³. Such means of language increase children's vocabulary, the effectiveness of speech, teach them to use the vocabulary of our native language. After reading such words in the text, the teacher explains the areas where the students have difficulty understanding. Dictionary work will be done if necessary. In this case, the meaning of the phraseological combinations encountered in the text is explained and recorded in a notebook. If the child understands the new meaning of the words taught and is able to speak independently, the teacher will achieve the goal set for him.

As a student gets older, the tasks he or she is given become more complex. If we used to read texts expressively, now children have to create texts on a topic of their choice. In the process of creating the first creative text, it is easier for students to create a creative text by finding answers to the questions if the teacher asks a series of questions on the topic.

Creating creative texts allows children to be creative, to express imaginative images on paper, to express it beautifully in a variety of language tools and, most importantly, to use writing skills as well as vocabulary. also develops meaningful speech creation skills.

In conclusion, texts not only develop the child's expressive reading, error-free and beautiful writing skills, but also increase the child's vocabulary, develop speaking competencies and use language tools in their speech correctly and appropriately. and also plays an important role in shaping meaningful application skills.

References:

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