



METHODS OF INCREASING SPEECH COMPETENCE OF PRIMARY SCHOOL PUPILS

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ABSTRACT

The article identifies the speech place and role in the active thinking and schoolchildren mentality development in primary school lessons, its importance as a significant tool to raise and strengthen the schoolchildren knowledge level through linguistic and grammatical games.

Keywords: *speech, knowledge, competence, linguistics, grammar, thinking, reasoning.*

Speech is a type of human activity, the use of thinking on the basis of language tools (words, phrases, sentences). Speech serves as a means of communication, expressing one's thoughts emotionally and influencing others. Well-developed speech serves as one of the important means of one's active activity with society. For the pupil, speech is a tool for successful learning at school.

What is speech development? If the pupil and his/her work on the language are considered, speech development means active practical mastering of the language in all its aspects (pronunciation, vocabulary, syntactic structure, connected speech). If the teacher is involved, speech development is the use of methods and techniques that help schoolchildren to actively master the pronunciation, vocabulary, syntactic structure and connected language speech. That is why the grammar and spelling program is divided into four parts (sounds and letters, words, sentences, connected speech), so the sections of the native language program are: "Literacy and speech development", "Development of reading and speech", "Development of grammar, spelling and speech". For speaking activities, as well as for the schoolchildren' speech development, it is necessary to observe several conditions:

1. A person must have a requirement for speech to occur. The methodological requirement for the development of schoolchildren speech is to create a situation in which the pupil creates his own opinion, the desire and necessity of something orally or in writing.

2. Every speech should have content, a material. The more complete, rich and valuable this material is, the more meaningful its description will be. Therefore, the second condition for the development of schoolchildren speech is to take care of the speech exercises material, to make the child's speech meaningful.

3. An idea is understandable only if it is expressed in words, phrases, sentences, speech turns that the listener understands. Therefore, the third condition for successful speech development is to equip speech with language tools.

It is necessary to give children language samples, to create good speaking conditions for them. As a result of listening to speech and using it in one's own experience, children develop a conscious "language perception" based on teaching methods. The methodological condition of speech development is the creation of a broad system of speech activity, that is, firstly, the perception of a good speech pattern, and secondly, the creation of conditions for the expression of ideas using learned language tools.

The child learns the language in the speaking process. This is not enough, because it absorbs speech superficially. There are a number of aspects of speech acquisition. These are:

1. Mastering the norms of literary language. The school teaches children to distinguish literary language from ordinary spoken language, dialect and slang, introduces them to the artistic, scientific, colloquial variants of literary language.

2. Mastering the important speaking skills necessary for every member of our society, that is, reading and writing skills. In this way the child learns the features of written speech, its difference from oral speech.

3. Improving schoolchildren speech culture. Language is an important means of communication in human society. Due to the social significance of language, special attention is paid to the speech culture of schoolchildren at school. To accomplish these tasks, the teacher must work systematically with schoolchildren. To do this, it is important to know what is included in the concept of working on the schoolchildren speech development. There are three main areas of speech development:

- 1) working on the word;
- 2) working on phrases and sentences;
- 3) working on connected speech.

Lexicology (along with phraseology and stylistics), morphology, syntax serve as a linguistic basis for working on words, phrases and sentences; and connected speech is based on logic, literature, and linguistics of complex syntactic integrity. These three directions are carried out in parallel: dictionary work provides material for speech; working on a word, phrase, and sentence prepares for a connected speech.

In turn, the connected story and essay serve as a means of enriching the dictionary. Pupils' speech development has its own methodical means, has its own types of exercises. The most important of these are related speech exercises. Consistency in speech development is ensured by the implementation of four conditions, namely, the consistency, perspective, diversity of exercises, and the ability to subordinate different types of exercises to a common goal.

Each new exercise connects with the previous one and prepares schoolchildren for the next one, adding something new to the overall goal. The main task of mother tongue teaching is to improve schoolchildren speech at school. Speech development is the task not only of native language and reading lessons, but also of all subjects in the curriculum (science, mathematics, labor, fine arts, singing lessons), as well as extracurricular activities.

People use language as a tool to express ideas. They think about it before they say it out loud. This is internal speech. Inner speech is unheard and unwritten, "thought" speech, which is directed to the thinker himself. External speech is speech that is directed to others, sounded using sounds or recorded with graphic symbols. The physiological nature of internal and external speech is the same; difference - in external speech, as a result of the action of the speech organs, a sound is produced or recorded; in internal speech the movement of the organs of speech occurs without sound.

Internal speech helps to understand and memorize the material, is the only necessary tool for the development of external speech. Internal speech teaches the pupil to speak externally, to speak, to feel responsible. Thinking in the internal speech process is an important tool in the pupil's speech and thinking development.

The school develops not only the external speech of schoolchildren, but also the internal speech. Children learn to read inside and master the material in internal speech. They solve various tasks themselves, the main thing is to prepare their oral and written opinions. According to the expression method, speech is oral and written.

Oral speech differs from written speech in the following way: oral speech is sound speech, and written speech is graphic speech. In oral speech, the hearing sense plays a key role, and in written speech, the sight and hand movements sense play a key role. Both oral and written speech serve as a means of human interaction, but oral speech occurs in real life situations, in the direct communication process; written speech is used both directly, in isolation from specific conditions, and without human intervention. Oral speech is often in the form of dialogue, and written speech is in the form of a monologue. Written speech requires a logical sequence, without omitting certain language forms, without excessive repetition, so written speech is more complex and abstract.

There are a number of clearly defined requirements for the schoolchildren speech development.

1. Speech meaningfulness. A story or essay is meaningful only if it is based on facts that are well known to schoolchildren, their observations, life experiences, and information from books, pictures, radio, and television. If children are allowed to talk about things they do not know, about events they have not seen, without sufficient preparation, the speech will be poor and meaningless. The speech development method requires careful preparation of the material for the story, essay, that is, the collection of material, its discussion, completion, the main content separation, placement in the required sequence. Of course, this takes into account the age characteristics and interests of schoolchildren.

2. Logic in speech. Schoolchildren speech is required to be logically correct, the idea is consistent, well-founded, not to omit the main points and not to allow inappropriate repetition, irrelevant to the topic. The speech logic is determined by a good knowledge of the subject, the events, and the logical error is the result of not knowing the content of the material, the awkward choice of the subject without thinking. These two requirements relate to the content and structure of speech. There are also requirements for the formation of speech in terms of language.

3. Speech clarity. Let the pupil learn not only to express the facts, observations, impressions in a simple way in accordance with the truth, but also to express them with special descriptions, using the best language tools (words, phrases, sentences) for this purpose.

4. Richness of speech and language. In order to express the content clearly, the pupil's speech should be rich in language tools, he should be able to use in any situation the necessary synonyms, a variety of structured sentences, choosing the most appropriate for the content. Of course, it is impossible to set high standards for language skills for primary school pupils, but the teacher should always consider increasing their vocabulary in their teaching.

5. Speech comprehensibility. Oral speech should be clear to the listener, and written speech should be clear to the reader. When a speaker or writer composes a speech taking into account the ability and interest of the listener or reader, he understands it equally and without difficulty.

6. Speech expressiveness. If the speech is expressive, that is, vivid, beautiful, convincing, it affects the listener or the reader with the help of the general spirit of the story, the arguments, the selected words, their

emotionality, structured sentences, and phrases. The speech intelligibility and expressiveness requires that it be free from any dialectal and superfluous words.

7. Speech accuracy. It is especially important for the school that the speech is in accordance with the literary language norms. Written speech requires grammatical, spelling and punctuation, and oral speech requires orthoepic correct structure. Word choice and speech logic are very important for the speech correctness. The above requirements are interrelated and are implemented in a comprehensive manner in the school work system.

Speech is not only a means of expressing an idea, but also a tool for its formation. Thought serves as the psychological speech basis, and the condition for its development is the thought enrichment. Successful speech development is only on the basis of mastering the mental activity system. Therefore, in the schoolchildren' speech development, great importance is attached to the preparation, refinement, selection, placement, logical processes of the topic.

Thinking develops successfully only if it is formed and narrated with the help of language material. Concepts are expressed in words or phrases, so the concept becomes an important communication material in the word, which is a means of language. Only if a person knows the word (phrase) that expresses the concept, he will be able to think in external speech based on this concept. Thought is formed in speech, and at the same time, thought creates speech.

“Speech is closely connected with thinking. Without speech, there is no thinking, without language, it is impossible to express an opinion”. Verbal formulation of an idea ensures that it is clear, understandable, pure, consistent, and logical. Mastering a language creates the conditions for learning the phonetics, vocabulary, grammatical structure of the language, to improve thinking, to develop thinking. Knowledge, facts, all kinds of information is the material of both thinking and speech.

Speech is an important tool for studying the thinking process. Speech is used as one of the main measures of pupil's intellectual development. When thinking about the pupil's mastery of the material from all subjects and the general mental development, it is considered how the child can express this or that topic in his speech (written essay, information, retelling, answering questions).

Thus, speech is inseparable from thinking, speech develops on the basis of thinking; the thought matures through speech, emerges. On the other hand, the growth of speech helps to form and improve thinking.

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