

CONSISTENCY IN TEACHING PLANNING IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

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Abstract:

Connected speech is speech that is divided into meaningful parts that are independent, complete, and interconnected, based on logical and grammatical rules that express the completed topic, aimed at realizing the need to express an idea.

The unit of connected speech can be a story, article, novel, monograph, report, etc., and in a school setting, a broad, perfect oral response, written statement, and essay to a question posed by a teacher.

Introduction

In elementary school methodology, the following types of exercises can be included in related speech:

- 1) a broad, perfect answer to the question;
- 2) analysis of the read work, study of grammatical material; various text exercises related to the activation of students' vocabulary;
- 3) record regular observations, keep a weather diary;
- 4) oral narration of the read text in different variants;
- 5) an oral story of students based on a given topic, picture, beginning or ending story, plan or plot related to the observation;
- 6) narration of the literary text, memorization, memorization of texts appropriate to the level of students;
- 7) to tell a fairy tale without preparation, to write a short poem, a story;
- 8) writing an essay on the basis of a sample artistic, scientific-popular text;
- 9) oral and written reconstruction of the text given by the teacher (selective retelling and narration, creative retelling and narration, story staging, etc.);
- 10) various types of written essays, other creative works.

All these exercises are given and taught in a practical way, without theory. Basic communication skills. Elementary students learn the following skills from developing connected speech as an independent exercise:

Ability to understand a topic, define a boundary, and cover it relatively fully. The ability to subordinate the essay to the main idea.

The story is a collection of material that is relevant to the topic for the essay and that needs to be covered.

Ability to systematize material, place it in the appropriate sequence, create a text plan, and write based on that plan.

Ability to express an idea correctly following the rules of the native language. Ability to compose a text orally or in writing, to write an essay, i.e. to complete all preparatory work. Ability to improve written text. This skill is nurtured through a critical approach to one's own creativity.

It is therefore recommended that students develop a one-year plan for the types of exercises related to developing connected speech. The plan should take into account all types of age-appropriate descriptions and essays.

Narrative and essay genres. Textual exercises are divided into description, narration, and discussion according to methodological tradition. In elementary grades, these occur mainly in the form of a story with elements of imagery or discussion.

The material used for all three genres has its own characteristics, both in character and construction, and in the choice of language tools. When preparing an essay or statement, the teacher (or student) takes into account the genre characteristics of the text.

Storytelling is a suitable genre for elementary school students.

The plot in the image does not have participants; it describes nature, certain objects and phenomena.

Discussion is a more rigid form of related text, so it is not recommended to write an essay in the form of a discussion in the elementary school curriculum; students use only discussion elements in the essay. For example, if an oral story is written or an essay is written on the topics "Why can't a bird's nest be destroyed," "Cotton is our wealth," there will definitely be an element of discussion.

When a teacher plans a connected speech, she intends to practice in a variety of genres and teach students the elements of storytelling, imagery, and discussion. The statement is a written retelling of the sample text read, the content of the text after certain preparation.

References

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