

TRAINING ESSENTIAL CLASS STUDENTS

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Abstract:

In this article, we have provided information on the history of expressive reading, Uzbek speakers, and the role of speech aids in reading. We also briefly touched upon the important functions of expressive reading, how to organize expressive lessons, and the expressive reading of poetic and prose works. In conclusion, it is important for this article to provide theoretical and practical guidance on how elementary school teachers should teach students how to express themselves. If we look at the history of expressive reading, with the advent of fiction, its expressive reading and oral performance also emerged. As the stages of formation of fiction are complex and varied, so is the development of oral performance. The teacher explains to the students that one word is separated by a pause from the other, and at the end of the sentence there is a decline in the voice. The children, on the teacher's instruction, subdivide a small sentence of 3-5 sentences into sentences, and make sure that pausing between them helps to understand the story. Our president Sh.Mirziyoyev has stated, "Critical analysis, strict discipline and personal responsibility are the daily rules of every leader's activity." In his book, —... the quality of teaching in secondary schools, lyceums and professional colleges, as well as in higher educational institutions. Implementation of modern training plans and methods is inadequate. The similarities between expressive reading and artistic reading are that they both follow the rules of speech articulation of the Uzbek language, general technical and theoretical means, pauses, accents, diction, intonation, tempo and rhythm will do. Because it all depends on the purpose of the author and the content of the text. Thus, expressive reading in school is based on the purpose of the writer and the text, the methodological skill of the teacher, the age and the level of knowledge of the students.

KEYWORDS: *Expressive Reading, Performing, Fiction, Synchronicity (Merging, Mixing), Position, Speech, Breathing, Sound, Intonation, Pronunciation, Idea Of Work, Artistic Reading.*

INTRODUCTION

Early childhood education in general education teaches students to think, read correctly, and to express themselves in reading and speaking cultures and to think independently. It promotes comprehensive development of students. Our president Sh.Mirziyoyev has stated, "Critical

analysis, strict discipline and personal responsibility are the daily rules of every leader's activity." In his book, —... the quality of teaching in secondary schools, lyceums and professional colleges, as well as in higher educational institutions. Implementation of modern training plans and methods is inadequate. The task of profound study of special subjects for children and youth, the history of our country and world civilization, foreign languages and modern computer programs has not been solved yet qualitatively and completely. There is a wise saying in our nation: "Education and training start from the cradle". Only enlightenment leads the person to maturity and the society to progress. Therefore, public policy in education should be based on the principle of continuous education, that is, education must begin at kindergarten and last a lifetime [2.45]. The state educational standard and curriculum for elementary school, the primary goal of teaching elementary education in primary school, is to provide students with unique examples of national and world literature. Formation and development of spiritual and moral world, literary-aesthetic taste and their independent thinking, image-based knowledge, skills, abilities; It is intended to broaden and strengthen students' spirituality and worldview through fostering readers' interest in fiction, the creation of the world and human nature, national and universal values, and the culture of reading. The main objectives of teaching general education (1-4 grades) in the state educational standard and curriculum are as follows: to provide students with the ability to formulate and develop oral speech based on literary language, to enhance their competence; In writing, the development of skills and abilities of high literacy, adherence to literary language, the use of stylistic diversity, and firstly familiar and then unfamiliar text with the student's skills and abilities are identified. Also, quantitative indicators are read speed, conscious and fluent reading, and how many words a minute can read [6.82]. The aim of the primary education class is to develop the speech skills of the child's family environment, pre-school education and other communication (neighborhood, relatives, etc.). To do this, the child needs to improve his or her ability to express himself, to increase vocabulary resources, to combine words, to learn how to pronounce, and to be able to express his / her thoughts in writing. Teaching. In this article, we found it important to provide theoretical and practical guidance on how to teach elementary students to express themselves in their teaching.

If we look at the history of expressive reading, with the advent of fiction, its expressive reading and oral performance also emerged. As the stages of formation of fiction are complex and varied, so is the development of oral performance. In particular, the art of expressive and expressive reading was also syncretic in the ancient times, when literature and art were still in some sense syncretistic. For example, the creators of fiction in this period are already famous as its performers. The singers of Uzbek fiction have received great attention. In the course of historical development, along with literature, the performing arts have also developed [11.4].

In the history of pedagogics of Central Asia, the emphasis is placed on expressive reading art. The experience of Uzbek pedagogy requires that students practice elementary reading from the lower grades and gradually improve it. This is no coincidence. Because the art of expressive reading not only shapes children's artistic tastes, but also plays a leading role in their spiritual development and memory. In Uzbekistan at the beginning of the 20th century expressive reading can play a large role. Hamza Hakimzoda was a leading educator-director such as Niyoz, Abdulla Avloni, Mannon Uighur, and talented young people such as N.Isomiddinjojev, Sh.Inoyatov, H.Yunusov, S.Kori. The old local schools under the madrassahs and mosques - instead of the "old-fashioned" method, the new "Jadidiyya" method of Hamza, Avloni and Aini has emerged. At that time there were two Jadid schools, one with a wealth of children, one training for the local bourgeoisie, and the other for the children of the laborers. Hamza, Avloni and Aini read "Light Literature", "Textbook", "Literature or National Poems", "The First Teacher", "The Second Teacher" books, with a special emphasis on expressive reading. The school and education sector has been developing day by day. Readings of literature have often been discussed in magazines such as "Publication of Education", "Education and Teacher". In 1918, the first literary reading programs were established for seven-year schools. These programs highlighted literary reading, selecting texts, and how these texts could help children improve their written and spoken skills. Subsequent programs and manuals have been further refined and the emphasis on fine arts has been on the rise.

Students will learn to read aloud or speak aloud depending on the content of the text, to choose a fast, medium or slow pace of speech, to express a feeling. Students with pauses and logical emphasis in teaching expressive reading It is well known that speech is the product of thinking. Expressing one's thoughts or goals to others through words, communicating, communicating, and expressing their moods. Emotions, aspirations, and emotions are also conveyed through the voice of others. These sound bubbles that result from a certain desire, intention, or effort are called intonation. Intonation. Intonation is a combination of co-occurring elements of oral speech: accents, pace and rhythm of speech, pauses, and volume. These elements influence each other, and together they represent the essence, the idea, the different moods of the heroes, their inner experiences [12.78]. Intonation is very important in expressive reading. Important conditions for students to master the basics of expressive speech are: 1. Ability to breathe properly and correctly during the speech. 2. Acquaintance with accurate articulation of sound and clear diction. 3. Acquire literary pronunciation norms. These conditions apply not only to expressive reading, but also to expressive speech, that is, storytelling. Every oral story of the reader should be expressive. The teacher explains to the students that one word is separated by a pause from the other, and at the end of the sentence there is a decline in the voice. The children, on the teacher's instruction, subdivide a small sentence of 3-5 sentences into sentences, and make

sure that pausing between them helps to understand the story. They begin to pronounce the sentence correctly. This will provide a meaningful and intimate basis for introducing the ending to the sentence. Drawings are used to prepare children to read the sentence. For example, children form sentences, count words in them, and mark with lines under the guidance of a teacher: We love fairy tales. The food was cooked. The teacher explains: - In verbal interruptions, we interrupt one sentence from the other (pauses each sentence). Books and newspapers use a special dot to indicate the end of a sentence, the need to lower the volume and pause Respiratory, vocal and speech members are actively involved in the process of expression reading. Because expressive reading is a particular area of speech activity, it is significantly different from everyday speech. Consequently, speech participants' participation in expressive reading is also more active than in everyday, everyday speech. Expressive reading plays an important role in understanding the artistic content of the work and revealing its artistic features. The study of the text in fiction begins with a straightforward reading. Proper literary reading forms the basis of expressive reading.

The expressive reading lessons have important objectives and peculiarities. Expressive reading is based on the lessons learned in grades I-4, based on which the knowledge given in the elementary grades will be further developed in grades 4-7. At this stage of education the skills of independent and conscious reading, expressive reading and analysis of fiction works. Brief information about the life and work of writers is provided, the skills of oral reading and re-writing of oral folk materials, their oral and written impressions are constantly enhanced. Expressive reading provides the basis for the analysis of the work of art and serves as a basis for the study of the artistic content and the artistic nature of the work. This is because in the process of expressive reading of a literary work the actions of the actual images are in the student's eyes as in the film.

How is expressive reading different from artistic reading? The term expressive reading is generally used in secondary schools and is linked to the learning process. At the same time expressive reading is used as a method of mastering the content and artistic beauty of the work during the one-hour lesson. Because the works presented in the program are consistent with the level of knowledge and psychological characteristics of each grade student, the goals of the course are to learn how to master these works, to develop oral and written speech, to give students aesthetic pleasure. It holds. The limitation of expressive reading is that this type of reading is used in various stages of a 45-minute lesson and provides the basis for analyzing the work. After that, the work is analyzed in the classroom and the teacher explains its content and its artistic properties. Only then will the learner follow the conditions of correct, intelligent, fast and fluent reading, and will be sufficient for an hour's lesson, ie exemplary, expressive reading, analysis of the work, and Expressive reading of students is performed correctly. Outside the classroom,

outside the classroom, the range of expressive reading expands and approaches artistic reading. At this time, it is practiced not only as a method in the classroom but also in a wider range. Expressive reading is focused not only on one-grade students in literary and dramatic circles, but also on students of several classes and ages. They wear different costumes, make-up, play various roles, and use facial expressions. Such artistic out-of-class activities will increase the interest of students in acting, which is a unique activity for mastering the art of reading. Consequently, expressive reading is used as a method of mastering the text of fiction in the course of the lesson and provides the basis for the study of art. Thus, expressive reading in school is based on the purpose of the writer and the text, the methodological skill of the teacher, the age and the level of knowledge of the students. bases. Consequently, expressive reading is a way of verbally communicating the ideological, political, ethical and aesthetic nature of the artistic works of the school to the minds of the students with a pleasing voice and pleasant intonation. The ability to read and speak should be mastered not only by a teacher of the Uzbek language, but by all subject teachers.

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