

**The current state of the formation of speech culture of Primary School students****Nosirova Zakhrokhon Latibjon kizi**Andijan city 7<sup>th</sup> General secondary school teacher

**Annotation:** *During the years of independence, the educational sphere was radically updated, and a huge amount of experience was gained in the practical application of advanced methods and techniques of teaching. Today The Times are developing in a fierce way. The approach to teaching general education subjects based on the requirements of the time, the use of the most advanced technologies in education became a requirement of the period. Primary education as the foundation of general secondary education is one of the main links that ensure that students grow up to be a perfect person in the future. It is known that a huge number of psychological aspects in a person, including his thinking, culture, and, in particular, positive or negative characteristics that relate to speech etiquette, are recognized by all his absorption into him at this age. Therefore, it will be necessary to pay extremely serious attention to the content, form and means of primary education, to avoid mistakes and shortcomings. In particular, the elements of speech etiquette, instilled in primary school students during the school period, provide a solid foundation for their future development as a highly cultured person.*

**Key words:** *education-upbringing, "phonetics", "graphics", "orthoepy", "orthography", phonetics, lexicology, composition of the word, word formation, morphology.*

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "on approval of improved state educational standards of general secondary and secondary special, vocational education" plays an important role in improving the educational sphere in accordance with the requirements of the time, improving the quality and effectiveness of training. It sets out the mandatory minimum requirements for the level of training of primary school graduates, and the assignment given to students graduating from the 4th grade, listening and understanding of simple texts; reading by understanding the text; observing the pronunciation of words and sentences in oral speech; being able to write a dictation of 65 - 70 words; be able to create a text of 5-6 sentences based on a message, an image, gradually describe a statement and an essay, and add 2-3 sentences with an element of discussion, follow the rules for the use of shown.

To enjoy the rich opportunities of the Uzbek language for Primary School students is one of the important tasks facing primary education. The native language program covers several sections of linguistics. These sections are in internal interconnection, and although their study in primary classes provides for the assimilation of language as a whole system, they also cause specific complexities. In particular, the materials of the sections of linguistics "phonetics", "graphics", "orthoepy", "orthography" are combined in primary education into one section "sounds and letters", all word categories are combined into one section "word", the entire syntax is "sentence". In addition, in the process of theoretical study of all sections of the language, mastering the lexicon and spelling is provided.

In the process of teaching the native language in elementary grades, we witnessed a number of difficulties that students face in the practical mastering of the language. It is not at the level of demand for students to recreate a literary text, to competently express their speech in writing. However, the law "on education" establishes that "the implementation of State educational standards is mandatory for all educational institutions of the Republic of Uzbekistan."

The main area of educational and methodological activity of primary school teachers in the process of working on literate and correct speech is the formation of a culture of speech. This is done

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by practical teaching of the native language, regular and consistent teaching, training on the basis of samples and special exercises, prevention and correction of speech errors, teaching the literary and artistic form of speech. The native language, taking into account the age and psychological characteristics of students, helps to thoroughly master the topics in the curriculum, is able to think independently, express one's opinion freely, listen to the opinion of others, reflect, be able to distinguish the most important from them, promote one's own opinion, teach it to prove, summarize and summarize, arouse students' interest in, the development of a system of advanced teaching methods and exercises, which is recognized as a factor in increasing the effectiveness of mother tongue education, is a period requirement. Based on this requirement, the following tasks are assigned to the education of the native language:

- 1) the approach to the personality of the student and teacher, which makes up the educational process, as subjects of educational activity;
- 2) ensuring the creative approach of the teacher and the student to the educational process;
- 3) to cultivate the skills and skills of teachers to use the improved traditional and unconventional form, methods and means of teaching their native language;
- 4) instilling work on language units in each stage of the project of native language lessons;
- 5) to improve the methods of performing lexical-grammatical exercise tasks for students to master the language practically;
- 6) to be able to constantly study the activities of students, the level of assimilation, analyze their results, establish measures to eliminate the problems that have arisen.

The purpose of the DTS, which is based on an improved and competency approach, is to organize the system of general secondary education based on the socio – economic reforms carried out in the country, advanced experience of developed foreign countries and science and modern information and communication technologies, to educate a spiritually competent and intellectually developed person. Qualification requirements of general secondary education consist of the requirements for the mandatory minimum and final goals of the content of education in general education, the volume of training loads and the quality of education, in which A1 for the initial level of study of general education subjects; A1+ level requirements are established for the enhanced initial level of study of general

Work on literate and correct speech, the formation of the speech culture of Primary School students depends on the continuity, continuity of education, the priority of the personality and interests of the student and the base competencies, which are formed in accordance with their age characteristics:

The main task of teaching the subject of the native language:

development of speech competence aimed at thinking the personality of the reader, understanding the opinion of others, being able to competently express one's opinion both orally and in writing;

development of assimilable knowledge of grammar (phonetics, lexicology, composition of a word, word formation, morphology, syntax, writing and spelling, punctuation marks, speech styles, concepts related to Stylistics) in students;

it consists in the formation of linguistic competencies aimed at developing the ability to articulate correctly and fluently, making good use of the wide possibilities of the native language.

Based on the above points, the science of the native language performs the following tasks:

- 1) to think of the personality of the reader;
- 2) development of speech competence aimed at understanding the opinion of others, to be able to competently express one's opinion both orally and in writing;

3) formation and development of knowledge of grammar in students (phonetics, lexicology, composition of a word, word formation, morphology, syntax, writing and spelling, punctuation, concepts related to speech styles;

4) the formation of linguistic competencies aimed at developing skills to be able to correctly and fluently articulate one's mind, making good use of the wide possibilities of the native language.

In primary education-it consists in ensuring the literacy of students, teaching them to comply with the norms of literary speech in their oral and written speech. This native language training program includes the following sections:

1. Literacy teaching and speech cultivation.
2. Phonetics, grammar, spelling and speech cultivation.

Particular attention is paid to the enrichment of students' speech at the expense of new words from the period of primary education training to the first level.

The native language serves to develop skills and abilities to be able to think freely, to understand other people's opinions, to be able to express their thoughts orally and in writing, to be able to communicate freely with people. The content of the program in the science of the native language includes the following: phonetic system of the native language; word composition; word meaning; speech and sentence: sentence, sentence feedback, types of the sentence according to the purpose (sentence, interrogative, command and emotion-expressing sentences), the use of punctuation marks in the sentence, the structure of the sentence according to; sentence and text, structure of the text (subject, Event Detail, main idea statement, conclusion), drawing up a plan, title, letter head, dialogue, monologue speech, statement, small story. Competencies in science, aimed at the formation of the culture of speech recorded in the curriculum, are reflected in the table below.

**1-table**

**Competencies in science aimed at the formation of students 'speech culture in the program of the subject' native language"**

Grade 1	to be able to enter the conversation based on the pictures you see and with the help of a teacher on the text you read; ability to apply new words mastered in the process of speech in oral and written speech; the structure of speech and text from sentences linked in content; composing and writing a sentence depending on the pictures; writing answers to questions within a topic.
Grade 2	be able to get into the conversation based on the pictures and on the text that has been read; being able to apply new words mastered in the process of speech in oral speech; writing answers to questions within a topic; be able to create a creative text of 5-6 sentences based on pictures and a given plan; to be able to apply words related to the subject in oral and written speech.
Grade 3	be able to get into the conversation based on the pictures and on the text that has been read; being able to apply new words mastered in the process of speech in oral speech; being able to write a small text in a sentence by linking words;

	<p>getting to put a title in the text parts;</p> <p>the introduction of the text, the main idea, the ability to find parts of the final conclusion;</p> <p>be able to write written answers to questions;</p> <p>being able to correlate sentences in the text with the content;</p> <p>being able to follow the paragraph, spelling and acne rules;</p> <p>writing greeting cards, short letters;</p> <p>being able to apply assimilated lexical units in text;</p> <p>to be able to correctly use grammatical forms of words in speech.</p>
Grade 4	<p>understanding the teacher's speech and concepts of the subject, mutual questions and answers, assignments, small texts, listening to video and audio texts within the subject;</p> <p>Be able to create text supporting message, image, discussion forms of 5-6 sentences;</p> <p>writing following the logical consistency of a creative text and following the rules of paragraph, spelling and acne;</p> <p>being able to distinguish between types of dictation;</p> <p>being able to create a creative text based on the image;</p> <p>writing a greeting card, letter to a friend, Parents, Teacher;</p> <p>application of new words on the topic in oral and written speech.</p>

The analysis of the curriculum" native language " showed that the normative and communicative (speech qualities) levels of the formation of speech culture of Primary School students were given in gradual consistency, but the formulas of speech etiquette (speech etiquette) were not reflected.

The initial class was based on two requirements that underlie the concept of the formation of a culture of speech in the analysis of textbooks on the subject" mother tongue:

- 1) to be able to use language phenomena: phonetic, lexical, grammatical units for their intended purpose;
- 2) the development, development of students ' existing speech skills on the basis of various tasks and methods.

Based on these requirements, the current textbooks on the subject "native language" for primary classes were analyzed on the basis of the following three areas of formation of the culture of speech:

1. The possibility of enriching students ' speech with vocabulary units.
2. The opportunity to prepare students for the fact that they will be able to use words correctly in the expression of thoughts.
3. The possibility of ensuring the level of literacy of students oral and written cultural and artistic speech.

An important place in the formation of a culture of speech in the process of teaching students in elementary grades is occupied by textbook materials. Therefore, it is necessary, first of all, to have rich opportunities in relation to the materials of the textbook, to be able to attract the reader with their sensitivity, and secondly, tasks for working on language materials are aimed at sending students to speech activity.

The textbook occupies the most important place in the educational process. Primary school textbooks should be structured in such a way that its content and content should encourage students to engage in communication with educational materials. As a result, students should be able to interact in the educational process, work on exercises, conduct creative activities.

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