

## Development of Connected Speech of Students of Elementary Classes When Working On Description Texts

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**Annotation:** The role and significance of forming the skills of coherent speech among primary school students in the course of work on the description text are revealed. The methodology of organizing work on stylistic varieties of text-descriptions in order to form appropriate skills is presented.

**Keywords:** language, speech, speech development, coherent speech, types of coherent speech, implementation of the requirements of the state standard, text-description, types of description, stylistic aspect, skills formation, construction of text-description.

The native language plays a unique role in the development of a person's personality. Language and speech are traditionally viewed in psychology, philosophy and pedagogy as a knot where various lines of mental development converge: thinking, imagination, memory, emotions, Competencies. As the most important means of human communication, cognition of reality, language serves as the main channel for introducing a person to the values of spiritual culture, as well as a necessary condition for education and training. It is well known that language is realized in speech. Consequently, developing the speech of students in the broad sense of this concept is one of the main tasks of the school course in the native language. The development of oral monologue speech lays the foundations for successful schooling. At the same time, work on the development of skills and abilities of oral and written speech must be carried out in parallel, with some dominance of oral speech. Speaking about the problem of speech development, it should be noted that this problem, due to its importance in the development of the personality of schoolchildren as a whole, has been given serious attention since the time of F.I. Buslaev. This is evidenced by the significant amount of scientific and methodological literature and publications in the periodical press. Paying tribute to the trums of famous scientists, teachers, methodologists, psycholinguists, experienced school teachers, in fairness, we note that certain aspects of the problem under consideration cannot be considered methodically resolved. In particular, such problems should include issues related to the development of skills and abilities of coherent speech. So, until now, such aspects of the problem of the development of coherent speech as types of coherent speech, varieties of coherent speech, units of formation of coherent speech skills, criteria for determining the level of formation of the skills of coherent speech of students, etc. have not been sufficiently developed.

Let us dwell in more detail on the methodology for the development of coherent speech.

A coherent speech is one that is organized according to the laws of logic and grammar, represents a single whole, a system, has relative independence, completeness and is divided into more or less significant parts, interconnected [2].

*Coherent speech* is a single semantic and structural whole, including interconnected and thematically united, complete segments.

The main characteristic of coherent speech is its intelligibility for the interlocutor. The main function of coherent speech is communicative, which is carried out in two main forms: monologue and dialogue. Each of these forms has its own characteristics, which in turn determine the methods of their formation [2].

The development of both forms (oral and written) of coherent speech is of paramount importance at the stage of the child's speech development and occupies a central place in the general system of work on the development of speech. Coherent speech incorporates all the child's achievements in mastering the native language, its sound structure, vocabulary, grammatical structure.

Connected speech performs the most important social functions - as a means of communication, it helps the child to establish communication with the people around him and, which is important, regulates the child's behavior in society, which is a decisive condition for the formation of his personality.

Learning coherent speech also affects aesthetic education: retelling of literary works, independent children's compositions and oral statements develop the imagery and expressiveness of speech, enrich the artistic and speech experience of children. The development of coherent speech occurs along with the development of thinking and is associated with the complication of children's activities and forms of communication with people around them.

In the modern world, screen media (watching television programs, computer games, social networks) occupy a significant place in the leisure time of primary schoolchildren, which reduces the speech activity of children, negatively affects the formation of coherent speech and communication skills. In this regard, the importance of effectively solving the problems of developing coherent speech in the context of lifelong education is growing.

Questions of the methodology for the development of coherent speech can be successfully implemented in the process of working on descriptions that are different in object and style. It should be noted that such work is provided for by the current program on the Russian language for the primary grades of schools in Uzbekistan with the Russian language of instruction [1].

Learning to describe as a type of monologue speech presupposes, first of all, the formation of skills to distinguish description from other types of speech, to find a description in a narrative text, to establish its features, to construct a description of various objects in the unity of plans of content and expression. Let's consider the functional and stylistic aspect of working on the description.

The functional and stylistic aspect of teaching description is, first of all, special and purposeful work on the formation of skills and the development of skills that ensure the production of a monologue text-description in different styles of speech.

The specified aspect of training provides for the formation of skills to construct a coherent text-description, consciously use words, expressions and constructions characteristic of this style of speech.

Work in this aspect should be carried out as follows.

It should be started after becoming familiar with the concept of a description, its characteristic features, varieties distinguished by object, source, style.

In organizing and conducting such a lesson, it is advisable to distinguish several stages:

1. communication of brief and necessary information about the types of descriptions, distinguished by their stylistic affiliation;
2. analysis of sample texts from the point of view of their belonging to a particular style of speech, as well as from the point of view of composition and used linguistic means;
3. Completing assignments and exercises in the text.

The lesson begins with a short introduction, in which the teacher communicates, available to students, information about the types of descriptions. The provided information is consolidated during the analysis of the sample text. It is desirable to present a text containing a description of the same subject (phenomenon) in different styles of speech. The course of the lesson can be presented as follows. For comparison, coherent texts are offered, which are varieties of descriptions of the same phenomenon. Specifically in which class to use the presented didactic material, at what stage of the lesson and how much time to devote for this work is determined by the teacher himself, taking into account the level of preparedness of students. If necessary, the teacher conducts vocabulary work.

#### I. Thunderstorm

Thunderstorm is an atmospheric phenomenon consisting in electrical discharges between the so-called cumulonimbus (thunderstorm) clouds and between clouds and the earth's surface, as well as objects on it. These discharges - lightning - are accompanied by rainfall, sometimes with hail and strong winds (sometimes up to a squall). A thunderstorm is observed in hot weather with violent condensation of water vapor over a heated land, as well as in cold air masses moving to a warmer underlying surface.

#### Tasks for the text

1. Read the text. Determine what type of text it can be attributed to (according to the program, students should know this).
1. Set the object of description in the given text and indicate which of its signs are disclosed.
2. What language means are used to depict the features you have selected?

Answer the questions:

1. What is the goal of the author of the description?
2. Where can you find such a description? Write down words and phrases that support your opinion.
3. Are there any pictorial and expressive means in the text? If not, why not? Students draw conclusions under the guidance of the teacher.

#### II. Thunderstorm

It got dark. Low, with alarming cries, frightened birds swept into the depths of the forest. A sudden lightning convulsively twitched the sky, and I saw over the Oka a smoky cloudy wall that always rolls ahead of a strong thunderstorm.

Then it got darker still, and so much that the nails on my tanned hands seemed dazzling white, as it happens at night.

The sky blew with a sharp chill of world space, and from afar, approaching, as if bending everything in its path, a slow and important thunder began to roll. He shook the ground violently.

Whirlwinds of clouds descended to the ground like dark scrolls, and suddenly a miracle happened - a sunbeam broke through the clouds, fell obliquely on the forests, and immediately gushed, hurried, spurred on by thunder, also an oblique and wide downpour.

He hummed and merrily, pounded on the leaves and flowers with a swing, picked up speed, trying to overtake himself, the forest sparkled and smoked with happiness.

#### Tasks

1. Read the text. Establish what type of text it belongs to. Retell the text.
1. Compare this description with the above in the following sequence: a) the object of the description; b) disclosed signs; c) means of disclosing signs; d) purpose, purpose of the description; e) the scope of its application.
2. Indicate what pictorial and expressive means used by the author to create the picture as a whole and its details. Write them down.

A conclusion is made about the stylistic affiliation of this description.

#### III. Thunderstorm

As our correspondent reports, yesterday a thunderstorm of unprecedented strength passed over the central districts of the Namangan region. In a number of places telegraph poles were knocked down, wires were torn, trees were uprooted. Fire broke out in two villages as a result of a lightning strike. Added to this was another natural disaster: heavy rain in places caused severe flooding, some damage to agriculture was done. Rail and road connections between neighboring areas were temporarily interrupted.

#### Tasks

1. Write the text. Answer in writing the question, how does this text differ from the previous ones. Build the comparison according to the following plan: a) the object of description; b) disclosed signs; c) means of disclosing signs; d) the lexico-syntactic composition of the description; e) purpose, purpose of the description; f) the scope of its application.

Having organized the work in this way, the teacher prepares the students for the independent creation of a coherent descriptive text, proposing for description the objects of the surrounding world that are well-known to the students.

To analyze the descriptions made by students, the following criteria can be isolated:

1. **Compliance with the chosen type of speech.** It is known that description as a functional-semantic type of monologue speech is characterized by static content, it lists simultaneous or permanent features, properties of an object (object) [3]. Therefore, the analysis of descriptions by this criterion was carried out taking into account the following provisions:
  - a. if more than 2/3 of the text (utterance) lists simultaneous or permanent signs, properties of an object, phenomena in a broad sense, and at the same time the time sequence is observed, then the mark "corresponds to the type of speech" was put;

- b. If more than 2/3 of the text (utterance) contained a message about successively developing signs of an object or phenomena that are in causal and effectual connection with other phenomena, then the mark “does not correspond to the type of speech” was put.
2. **Scope of descriptions.** The amount of work performed was determined by counting the number of words, taking as a word each graphically distinct sequence between two spaces [5].
3. **The presence of an idea and its implementation.** Any description should have an idea, a basic idea, a target setting, in connection with which a selection of features will be made [4]. Therefore, when analyzing student descriptions, the presence of an idea, the degree of its implementation, the presence of a deviation from the chosen concept was taken into account. The degree of implementation of the concept was determined taking into account the following provisions:
- a. If all the micro-themes of the description were subordinated to the disclosure of the chosen idea, then the mark “the idea was fully realized” was put;
- b. if at least 2/3 of the micro themes were described taking into account the chosen idea - “the idea was implemented in the main”; c) if 1/3 of the micro themes were described taking into account the chosen idea, then the mark “the idea was partially realized” was put; d) if the description was drawn up without taking into account the chosen plan - “the plan was not realized”.
4. To determine the content and completeness of the disclosure of the topic of the description, it is also important to take into account the number of **structural and compositional parts** available in it, **united by one common thought, and the degree of their development.** In the psychological and methodological literature [3], such small groups, united by small sub -topics , are usually called **micro-topics** , meaning by this a certain minimum unit of the whole utterance. What should be understood as a micro theme in the description? The micro theme in the description is that common, which, in a semantic sense, unites a number of separately designed sentences into one group.

The quality of the description text largely depends on the author's ability to see, name and reveal the features of the described object. The features in the description, in our opinion, are those small structural and compositional parts (micro themes), which, in combination with each other, form a single whole - a text-description. Therefore, when calculating microthemes in descriptions, it is also necessary to take into account the number of features of the described subject and the degree of their development.

5. An important criterion for evaluating the descriptions compiled by students is the **sequence of presentation.** Considering the descriptions of students from this point of view, we drew attention to the fact that the order of presentation in the description is determined by: a) the intention and sequence of observations; b) the order of importance of the listed features; c) the listing of features in the description can go along an ascending (from part to whole) or descending (from whole to parts) line. In the course of the analysis, we took into account the fact that the description plan also depends on the object itself. Therefore, say, a description of a rose, despite some generality, will differ from a description of a person's appearance. And, of course, the description plan depends not only on the object itself, but also on the goal set by the car in this case. In some cases, some signs are revealed, in others, others. But it is important that, firstly, the way the features are located is motivated and, secondly, the chosen way of disposing features, parts of the description is kept up to the end.

**6. The number of grammatical errors and their characteristics.** Analyzing student descriptions by this criterion, we focused on errors directly related to the organization of a descriptive text [4].

An analysis of the descriptions made by primary school students according to these criteria allowed us to conclude that, in general, they have certain skills in constructing a monologue text (utterance) of a descriptive type. However, the descriptions they compiled are not perfect: they have a sufficient number of errors directly related to the organization the specified type of monologue speech. By nature and source of origin, we divided them into two groups.

The first group included errors directly related to the content plan of the text of the descriptive text:

1. mixing the description with other types of speech;
2. inability to think over the concept of the description, to formulate it;
3. inability to implement the formulated concept;
4. inability to arrange the features of the described object in accordance with the chosen concept;
5. Violation of the logical sequence in the presentation.

The second group was formed by errors associated with the plan of expressing the content of the text, namely:

1. violation of the connection between the proposals;
2. unjustified repetition of the same words;
3. Lack of initial and final sentences.

The results of the analysis also made it possible to identify the following sources of difficulties in mastering the description as a type of monologue speech: 1) the complexity of the structure of the subject of the statement; 2) the formation and retention in memory of a logical-compositional sequence of the type of speech; 3) selection of linguistic means for the formation and formulation of thoughts.

In conclusion, it should be noted that the implementation of the requirements of the state educational standard involves the development of a purposeful system of work on the formation of the skills of a coherent oral and written presentation of thought in a certain logical-compositional form.

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