Traditional and Innovative Technologies for the Formation of Speech Culture of Primary School Students in the Context of Innovative Education

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Abstract: Currently, in the process of Education, interest, attention to the application of innovative pedagogical and information technologies to the educational process is growing every day. One of the main reasons for this is that in traditional education students are taught to acquire only ready-made knowledge, while in primary education modern technologies teach them to search for the knowledge they are acquiring on their own, independently study and analyze it, and also bring out the conclusions themselves. The teacher creates conditions for the development, formation, acquisition and upbringing of the individual in this process.

Key words: Pedagogical technologies, "innovation", primary education, development of Science and technology, letter, word pronunciation, vocabulary

Pedagogical technologies increase quality and effectiveness in the educational process, form the process of independent thinking of students. It increases the passion and interest of students in the study of the subject, forms skills, skills in strengthening, mastering knowledge, using them freely in practice.

From a dictionary point of view, the concept of "innovation" means "innovation" when translated from English. Innovation education is education that provides an opportunity for an educational person to create new ideas, norms, rules, to form qualities, skills related to the natural acceptance of advanced ideas, norms, rules created by other persons. Pedagogical technology is understood as art and skill in the implementation of the educational function, which is the basis for the development of knowledge, skills and abilities of students based on very convenient methods.

Improving the quality and effectiveness of primary education in all secondary schools requires the introduction of modern pedagogical, innovative and information technologies into the educational process, the popularization of advanced work experience. The main tasks of innovation and Information Technology in primary education:

➢ general, holistic development of the educational process;

➢ setting specific goals and objectives that must be solved in the educational process;

➢ development of the content of the educational process;

➢ creation of certain conditions for the free, independent functioning of the educational institution in the process of education and training, as well as the formation of skills and abilities;

➢ Organization of control and assessment of the activities of educational recipients;

➢ realization of the goals and objectives of the National Training Program;

➢ accelerate the transmission of information in the development of Science and technology to young people.

The use of innovation and Information Technology in primary classes provides the following opportunities:

➢ activation of cognitive activity of students, improving the quality of mastering educational material and the effectiveness of Education;

➢ differential approach to students with different levels of training and organization of classes at a high aesthetic level (music, animation)

➢ the development of students ' ability to select information flows in the environment, the transition from the method of pictorial expression to the type of practical activity, in this way the student becomes a subject of the educational process.

Modernization of the primary class in content, the introduction of innovative pedagogical and multimedia technologies into the educational process based on advanced experience, in which the radical improvement of the quality and effectiveness of primary education with special attention to the increase in personnel potential is defined as a priority of public education activities.

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Multimedia application methodological manuals were created to ensure the implementation of the tasks set in Paragraph 71 of the resolution of the president of the Republic of Uzbekistan dated February 19, 2014 No. 2133 "on the state program" year of a healthy child"and to introduce advanced pedagogical and information-communication technologies into the educational process. (Picture 2.1)

Methodical manual and multimedia applications based on advanced pedagogical and Information-Communication Technologies [119, 120, 121, 122]

In these methodological manuals, the goals and objectives of the 1st-4th grade mother tongue lessons, methodological instructions and recommendations for the introduction of advanced pedagogical and information and communication technologies into the course process are given. Also in the lesson, multimedia applications were prepared in order to increase the activity of students and ensure their assimilation by thinking. Multicultural applications of his textbooks included: animation, video, letter and word pronunciation, work on vocabulary, examples of acne, test-assignments, didactic game, cartoon, samples for a minute of rest, trainer exercises, picture assignments, exercises for puzzles. They used various tables, rebus and puzzles in order to teach students to easily master language materials, to carry out grammatical analysis in simple, clear ways, and to think creatively. The fact that the conditions of the exercise give tasks that motivate students to creative thinking, reasoning, lead them to draw conclusions based on comparison, analysis, synthesis and observation, ensuring the implementation of analysis in a certain consistency, serves to fulfill the requirements of the program. In addition, methodical manuals effectively used such advanced pedagogical techniques as "short answer to a short question", "who chooses many words", "reverse test", "word salt", "digital positioning", "three truths a lie", "fish sklet", "Sinkvein", "spider web", "Assesment", "mosaic", "Blis request", "Venn diagram".

The developed multimedia applications give the teacher the following opportunities when preparing for the lesson and taking the lesson:

➢ modeling the lesson in a modern way;

➢ access to additional information and information to deepen knowledge in science;

➢ preparation of theoretical and independent work.

Modern and Information-Communication Technologies in the lessons of the native language increase the quality efficiency of Education, shape the process of independent thinking of students, grow passion and interest in knowledge in students, develop a strong assimilation of knowledge, free education in practice from them forms skills and abilities.

The reader sees and hears what is happening on a computer monitor and seeks to know it through thinking. With the help of the sense organs, the reader begins to perceive what is happening and what is happening on the screen. Because their texture and properties are reflected on the screen.

The use of Multimedia tools in the process of teaching is one of the most convenient methods of teaching, increasing the quality and effect of teaching. Multimedia is a modern computer information technology that allows you to combine text, sound, video, graphic image and animation (multiplexing) into a holistic computer system.

As a result of the formation of the necessary skills in primary school students, raising the quality and effectiveness of primary education to a new level, the modern method of teaching, the introduction of tools into practice: the positive attitude of the child to learning is facilitated by the formation of such skills as Reading Literacy, working with various information, logical and creative thinking,

Multimedia is the advantage of applications for teachers: it allows teachers to regularly work on themselves. They will always be ready for the lesson. They organize classes in an unconventional way. The effectiveness of students ' assimilation increases. Helps to fill the gaps with empty assimilators. It makes it possible to work in cooperation with the parents of the teacher.

Advantage for students: increased interest in reading, higher performance in reading. Does not have difficulty performing homework, allows you to master a new topic even when leaving lessons, teaches independent, free thinking. At the next stage, the desire for knowledge increases, their interaction with adults and peers improves.

Advantage for parents: parents get the right idea when they help their children at home and improve their studies.

Providing educational assignments to students using multimedia tools brings some convenience. Because multimedia tools serve to ensure that students operate independently. Encourages each student to engage in communication with the teacher and classmates, to cooperate. In such situations, multimedia tools perform a special didactic function.

An important place in the formation of the speech culture of Primary School students is occupied by textbook materials. First of all, it is necessary that the textbook materials have rich opportunities for the formation of a culture of speech, be able to attract the reader with their responsiveness, and secondly, when working on language materials, educational tasks are aimed at sending students to speech activity.

In exercise 32 in the 1st grade textbook, compose a story on the topic "Mother Nature" questions asked for the assignment are not enough to compose a story. In addition, under the condition of the exercise "why did they come to the collar of the jilb?to the question "it remains to answer that the readers simply" came to drink water." It is possible to achieve that readers use words of decency in the stories they compose by giving the following assignments and questions in an additional way: 1) use words of greeting, asking permission, expressing gratitude in the story you compose; 2) does a gazelle and a jayra live as friends in nature? It seems to us that when in this exercise the base words were given and asked to compose a story in support of these words on the basis of the picture, the students paid attention to the spelling, meaning of the base words, the appearance and specificity of the animals, the teacher would have carried out the work of teaching how to In addition, the necessary words for the grammatical subject were given: words in which the sound of j was involved, such as: "jilga, Jaya, jiyda, Jira, Jairon, yayzat". This exercise is given an interactive game in a multimedia application, which, according to the meaning of the words, is required to place under the picture. The words given for use in the game serve as base words, both for covering a grammatical topic and for answering questions and tasks.

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