

**PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE DESIGN OF THE
PROCESS OF DEVELOPING SPEECH COMPETENCE IN PRIMARY SCHOOL
STUDENTS**

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ANNOTATION:The purpose of designing the process of developing speech competence of elementary students: to create a holistic and effective educational environment that will help develop speech competence of elementary students. It involves the formation of fluent and competent communication skills, as well as the ability to develop vocabulary, analyze and perceive text, adequately express one's thoughts.

KEYWORDS:Speech competence, primary class, pedagogical characteristics psychological aspects, age-related development features.

INTRODUCTION:Particular attention is paid to the age-related features of speech development, psychological factors that affect the perception and assimilation of language are determined. The state considers such principles of the design of the educational process as individualization of the approach, the use of modern technologies and its connection with other areas of knowledge. In addition, special practical methods and methods are provided to stimulate the development of children's competence. The importance of collaborating with parents and families to support literacy is discussed, using a variety of educational resources. The article is included in the assessment and monitoring of speech competence of Primary School students, offering assessment criteria and monitoring tools. The final conclusions emphasize not only the importance of creating services for the effective development of speech skills, but also the need for further research in this area.

Speech competence is the ability to use language to successfully manage and communicate effectively. Mother includes a wide range of skills and knowledge that allow people to correctly and effectively understand, produce and interpret speech in different contexts. The term includes not only grammatical and vocabulary skills, but also the ability to understand context, social and cultural norms, adapt to different situations and different audiences. Verbal competence also includes the ability to effectively express nonverbal communication, such as facial expressions, gestures, and intonation.

The development of oral competence in educational conditions is especially important in the early stages of education, where basic language skills are being formed. Speech competence includes the ability to understand and analyze texts, make their own statements, discuss their thoughts, as well as communicate with other people through language. The development of speech competence of Primary School students plays a key role in the formation of educational foundations and successful integration into society. Despite the importance of this process, there are certain problems and unexplored aspects that require the attention of teachers and psychologists. In such a situation, we will consider the identified problems, and also determine the goals and objectives of the study aimed at improving the design of the process of developing speech competence. One of the main problems is the adequate individualization of the educational process. Standard approaches cannot teach individual characteristics, i.e. controlled,

does not provide optimal development of creative abilities. In some teaching practices, insufficient attention is given to combining language learning with other obstacles. This leads to adequate development of language skills in learners in different contexts. In the process of developing speech competence, the interaction of family and school remains ambiguous.

Lack of active parental support can affect learning performance and hinder the full development of logical skills. Research on the impact of modern technologies such as educational programs and online resources on the process of forming speech competence in primary school students remains sufficient. Some psychological aspects of the development of speech competence, such as the effect of the student's emotional state on the development of language skills, remain unexplored.

The development of speech competence in elementary grades is an important element of the educational program that determines the future success of students. Theoretical foundations, practical methods and interaction with parents create optimal conditions for the development and successful learning of students' effective communication skills.

A review of the literature on the topic " pedagogical-psychological features of the design of the process of developing speech competence in primary school students " may include a review of modern theories, research and educational practices related to the development of speech skills in children of primary age.

Interaction in the family plays an important role in the development of speech competence. Joint activities, reading books in the family and discussing what is happening will strengthen the language perception of students. Parental cooperation, including parental advice and advice, creates a unified system of supporting speech development in children. The efficient use of Game methods arouses interest in the language. Learning through play not only increases understanding of the material, but also creates a positive attitude towards learning and health. The integration of modern educational technologies such as educational programs and web resources allows for a more dynamic and interactive education. Electronic devices can be used effectively to personalize learning and ensure the use of various learning materials. An important element is the system for assessing and monitoring progress in the development of speech competence. Accurate assessment criteria, regular testing and performance analysis make it possible to quickly identify student deficiencies and correct teaching methods. The design of the process of developing speech competence of elementary students requires an integrated approach, which includes individualization, connection with other disciplines, interaction in the family, the use of Game methods, modern technologies and a system for assessing progress. An effective strategy should take advantage of the child's psychological characteristics, create motivation to learn and develop stable communication skills.

Based on the results obtained, we can draw the following conclusions. First, the successful formation of speech competence begins with the individualization of the educational process. The teacher must take into account the individual characteristics of each student, create conditions for the optimal development and application of language skills. Second, the integration of speech teaching with other pre-editors is important. Interdisciplinary communication can produce an in-depth understanding of language and its role in various fields of knowledge in students. The third important point is the interaction of family and school. The active education of parents and the creation of cooperation in the family and educational organization create favorable conditions for the development of language competence. The use

of game-based teaching methods and modern educational technologies underlines the importance of fun and interactivity in the learning process.

CONCLUSION: The psychological characteristics of the development of speech competence do not include not only cognitive or emotional aspects. The positive and emotional atmosphere in the classroom and the help of the teacher will help to successfully acquire language skills. It is important to recognize the specificity of each student and the conditions for the development of language competence. Various methods, methods and teaching materials can be used to meet the different needs of students. Usually, the successful design of the process of developing speech competence requires individualization, integration, cooperation between family and school, active use of Game methods and modern technologies, as well as constant attention to the emotional and psychological aspects of Education.

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