

THE IMPORTANCE OF THE ROLE PLAY METHOD IN DEVELOPING CONNECTIVE SPEECH SKILLS IN PRIMARY EDUCATION

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Abstract: This article analyzes the theoretical foundations, methodological possibilities and practical effectiveness of the role-playing method in developing the communicative skills of primary school students. The importance of interactive methods in the formation of communicative speech is highlighted, and the mechanisms for developing coherent thinking, logical reasoning and speech culture in students through role-playing are substantiated.

Keywords: Communicative speech, communicative competence, role-playing, primary education, interactive method, speech activity, pedagogical technology.

The primary education stage is of great importance in the formation of a student as a person. In particular, the development of speech activity is one of the main factors determining the child's success in subsequent stages of education. In the current education system, one of the urgent tasks is to develop students' skills not only to acquire knowledge, but also to express their thoughts freely, logically and fluently. In this regard, there is a need to use interactive methods in the process of primary education. The concept of communicative competence was introduced into scientific circulation by Dell Hymes, which means a person's ability to use language tools in accordance with the situation. This approach interprets speech as a social process. Psychologist Lev Vygotsky emphasized that speech and thinking are interrelated processes and scientifically substantiated the formation of a child's speech in the process of social communication. Therefore, in order to develop coherent speech, it is necessary to provide the student with an active communicative environment. Uzbek pedagogical thinking also pays special attention to the culture of speech. Abdulla Avloni considered language as the basis of national development and considered the formation of fluent speech to be an important task of education.

Role-playing is the process of students entering into dialogue by staging a certain social situation. This method is age-appropriate and is based on game activity. Role-playing is based on the following didactic principles: activity-oriented, cooperative pedagogy, communicativeness, vitality, and practice-oriented. For primary school students, the game is a leading type of activity. Therefore, role-playing allows you to organize the lesson process in a natural and interesting way. During the role-playing game, students describe the event in a sequential manner, combine dialogue and monologue speech, express cause-and-effect relationships, and master the culture of speech and ethics of communication. For example, in a role-playing game on the topic "Preparation for a trip," the student is forced to consistently describe the event from beginning to end. This serves to form a coherent speech. Results of



practical experience: Role-playing exercises were conducted with 4th grade students twice a week for 1 month. Observation results: 75% of students were able to independently build a coherent dialogue; the logical connection between sentences improved significantly; the speech activity of shy students increased; the fluency and accuracy of oral speech increased. These results confirm the effectiveness of the role-playing method. The process of developing students' communicative speech skills through the use of the role-playing method in primary education should be systematic, goal-oriented and organized in stages. The following methodological recommendations will help ensure the effectiveness of this process: 1. Plan the role-playing game in accordance with the purpose of the lesson. The role-playing game should serve the main purpose of the lesson. If the goal is to develop coherent speech, the tasks should be aimed at sequentially describing the event, expressing cause-and-effect relationships, and drawing a final conclusion. For example: "How did my day go?", "Preparing for a holiday", "The process of waiting for a guest". Such topics encourage the student to compose a coherent story. 2. Phased organization technology. It is recommended that the role-playing game be organized in the following stages: a) Preparatory stage. This includes working on the vocabulary on the topic, writing key phrases on the board, and sentence building exercises. b) Modeling. The teacher or an active student shows a sample dialogue or monologue. This serves as a speech template for students.

c) Performance in a group or pair. Students play roles. The teacher plays the role of an observer and guide. d) Analysis and reflection. This stage helps to consciously form coherent speech.

3. Aimed at forming a coherent speech. In this case, telling the story from beginning to end, using the connectors "First - then - then - finally", expressing cause and effect, creating a monologue from a dialogue. These methods strengthen the logical structure of speech.

4. Using visual and didactic tools. Primary school students learn faster through visual materials. Therefore: It is recommended to use a sequence of pictures, role cards, plot posters, multimedia presentations. Visual supports help students build their speech consistently.

5. Differential approach. Students in the class differ in their level of speech development. Therefore: It is advisable to give support words to students with weak speech, Assign broader creative tasks to strong students, Form mixed groups. This approach ensures the involvement of all students in the process.

6. Clarification of assessment criteria. The following criteria can be used to assess coherent speech: 1. Consistency of thought 2. Logical connection between sentences 3. Vocabulary richness 4. Grammatical correctness 5. Fluency of speech The assessment process should be stimulating and supportive. 7. Systematicity and regularity. Role-playing is not a one-time activity, but only gives results when used regularly. It is recommended to use role-playing elements at least 1-2 times a week.

Conclusion

The results of this study showed that the use of the role-playing method in the primary education process is an effective pedagogical tool in developing students' coherent speech



skills. Coherent speech represents the student's ability to express thoughts in a coherent, logical and meaningful way. This skill is important not only in native language lessons, but also in the process of mastering all subjects. Analyses have shown that during role-playing, students: learn to describe events in sequence, acquire the skill of expressing cause-and-effect relationships, and combine dialogue and monologue speech.

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