

THE IMPORTANCE OF PHRASES IN THE DEVELOPMENT OF STUDENTS' SPEECH

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Abstract: This study is devoted to the study of the importance and methods of enriching students' speech with phrases. In the study, based on a specially developed program, students' ability to use phrases correctly, appropriately and meaningfully in speech, as well as the brightness, expressiveness and impact of speech were studied. It was found that the level and quality of the use of expressions in the speech of students in the experimental group was significantly improved compared to those in the control group. During the research, interactive learning strategies, practical exercises, games and group discussions were used. The results of the research confirm that special programs aimed at teaching phrases are effective in developing students' speech culture.

Key words: Phrases, oral and written speech, alternative exercise, working in groups, heuristic exercise, adaptive and non-adaptive exercise.

Introduction

Speech is the process of thinking and using language in thinking, the only form of a means of mutual exchange of ideas created by society.

The formation of a child's speech depends on the environment, parents, family members, teachers, textbooks, watched films, television, radio, listening music and social processes carried out through the medium of words. The task of our science is to process and teach the correct use of this information received from the external environment. The correct formation of the speech and the use of tools that ensure the richness of the speech determines the quality of the received and delivered thoughts.

Phrases make the speech bright, effective and clear. However, it is observed that the level of use of expressions in students' speech is insufficient. Based on this, the

purpose of this research is to identify effective methods of enriching students' speech with phrases and to help students' speech development by implementing these methods. During the research, it is focused on increasing the number and quality of expressions in students' speech and thereby developing students' oral and written speech culture. In each period, in the native language classes of general secondary education, it is considered as an urgent issue to develop speech, work on the text, teach students to use the wide possibilities of the native language, and enrich their speech with phrases, wise words, proverbs and sayings.

By the issue of speech cultivation, we should understand that the speech is enriched with tools that ensure the effectiveness, richness, richness, absence of vulgar and barbaric words, correctness, logic, purity and so on. In some literature, it is noticeable that the use of rapid reading and rapid speaking is recommended for the development of speech. But in this process, the language will only increase. With such methods, the student's language is sharpened. Development is observed in pronunciation. However, we should not make the mistake of thinking that this will increase the speech.

In the late 19th and early 20th centuries, scientists who conducted research began to pay special attention to the issue of speech. According to them, the study of grammar should always be carried out in connection with the oral speech of students, since grammar itself teaches nothing more than writing and speaking in one or another language, a living, oral school should be carried out through all areas of education, which precedes the school of written speech. should be placed.

As an implementation of the above ideas, examples of methods, exercises and tasks for teaching with the development of speech were regularly given. Since the beginning of methodological literature, various exercises have been recommended for developing speech, and these types of exercises are widely used to this day. We will mention some of the classified types of exercises that serve to develop speech on the topic of phrases.

- . Exercises that require matching the omitted words. Such exercises teach the student to think.
2. Exercises that required writing complete answers to given questions. Such activities improve the written speech of students.
3. Exercises that encourage the creation of sentences and texts using the given base words. They teach students how to think and express their thoughts through written speech.
4. Exercises that require writing a story, essay, or statement based on a given title. Such exercises lead students to creativity.

Method

1. Research design: The research was conducted using mixed (quantitative and qualitative) methods. Quantitative methods were used to measure the number of expressions in the students' speech, and qualitative methods were used to analyze the quality of the students' use of expressions and changes in their speech. During the study, the researcher conducted interviews, group discussions and test tasks with the participant.
2. Participants: 2 6th and 2 7th grade students (27 students in each grade) participated in the study (108 in total). It was checked that the level of speech development of students is the same. The first class was designated as the control group and the second class was designated as the experimental group.
3. Materials:
 - * Educational materials (textbooks, visual materials, handouts, phrase lists)
 - * Audio recording devices (for recording speech)
 - * Training program for the experimental group
 - * Questionnaires, test tasks
4. Procedures:
 - * Initial assessment: All students' initial speech samples were recorded and analysed, pre-testing was carried out and the results were assessed.

* Experimental group: classes were organized according to a specially developed curriculum for students in the experimental group. In the program, practical exercises aimed at teaching phrases and forming the skill of using them in speech were held. Various interactive games, giving examples, and creating stories based on phrases were used in the classes. In addition, working in groups, alternative type of exercise, heuristically shaped exercises, adaptive and non-adaptively shaped exercises were used.

* Control group: Students in the control group were given a normal lesson.

* Final assessment: The final speech samples of the students in the experimental and control groups were recorded, pre-tested and analyzed.

5. Measurement methods: In order to determine the number and quality of expressions in students' speech, the expressions in their written and oral speech were analyzed. The ability to make a speech using the suggested expressions was formed and the possibility of using them in speech was revealed. Questionnaires and test items were used to determine the level of students' knowledge of phrases. Also, their oral speeches were recorded and analyzed in audio format.

6. Statistical analysis: The obtained quantitative data were compared with the results of the first test and analyzed using the average and standard deviation methods. Qualitative data were collected through thematic analysis.

7. Ethical issues: During the study, students' consent was obtained, anonymity was ensured, and they were informed that they had the right to withdraw from their participation.

Results

- Number of phrases: According to the results of the study, the level of using phrases in the final speeches of the students in the experimental group was significantly higher than that of the students in the control group.
- Quality of phrases: It was found that students in the experimental group have improved ability to use phrases correctly, appropriately and meaningfully in speech compared to those in the control group. In the results of the test, high results were

achieved in the ability to correctly understand the meaning of expressions and their appropriate use. Expressions found in students' speech and encountered in social life, found through personal interest, were discussed during the lesson.

- Changes in speech: the speech of students in the experimental group became more vivid, expressive and effective. The cases of using rich and colorful expressions in their oral and written speech have increased.
- Results of the survey: The results of the survey showed that the students in the experimental group had an increased interest in learning phrases, as well as an increased motivation to develop speech culture.

Discussion

Although the expressions have been thoroughly analyzed methodically, no detailed methodical recommendations have been given regarding their teaching. Since the teaching of phrases is an interesting and complex process, it also requires specific teaching methods. The results of the research showed that it is possible to enrich students' speech with phrases based on a specially developed program. The level and quality of the use of expressions in the speech of students in the experimental group improved significantly. This confirms that teaching expressions and forming the skills to use them in practice plays an important role in improving students' speaking competence.

The teaching strategies used in the study were interactive and focused on increasing student engagement, which increased students' motivation to learn. It was found that practical exercises, games and group discussions are effective in developing the skills of students to use expressions appropriately and purposefully in their speech.

For future studies, it is necessary to set the goal of developing additional methods and tools for integrating phrases into speech.

Conclusion

One of the ways to reflect cultural characteristics related to language is the use of phraseological units. In the 1950s, F.I. Buslayev considered idioms as a kind of

monument that "...contains both the moral law, expressed in a short phrase, and common sense, which ancestors bequeathed to their descendants to guide them."

Teaching such units to students is preserving cultural heritage.

Enriching students' speech with idioms plays an important role in expanding their thinking horizons and developing their ability to express their thoughts clearly and vividly. The results of this research have shown that special programs aimed at teaching idioms are effective in developing students' speech culture. This research provides important information to teachers and methodologists about the importance and methods of using idioms in developing students' speech.

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