



THE ROLE OF ESSAY IN THE DEVELOPMENT OF WRITTEN SPEECH IN PRIMARY SCHOOL STUDENTS.

Teshaboeva Gulnoza

Andijan State University, Faculty of Pedagogy, Teacher, Department of Primary Education

Article history:	Abstract:
Received: June 10 th 2021	This article discusses the role and importance of essay writing in primary school.
Accepted: July 7 th 2021	
Published: September 16 th 2021	

Keywords: Essay, Primary school, Student, Creative Thinking, Written Speech.

INTRODUCTION:

The composition is one of the creative works of students. In the essay, students express their independent thoughts, interests and desires, their understanding. Essays are challenging work aimed at developing students' written language. After writing an essay, students acquire the following knowledge:

Collect material for essays, observe and remember the main points, express their ideas based on what they have learned. Essays are challenging work aimed at developing students' written language. After writing an essay, students acquire the following knowledge:

1. Collect essay material, mark and memorize key points, and express their ideas in writing based on what they have seen and learned.
2. Find the right words for your essay and form sentences based on grammar rules.
3. Make a plan based on the available materials and express your ideas according to the plan.
4. Write text without spelling mistakes, observing punctuation and other grammar rules.

Essays differ from other speech development exercises in the following ways:

- An essay is a logically complete content.
- Essays have a specific topic, genre and, in a sense, are the creative work of students.

While student essays are close to storytelling, essays differ in that students work more independently and think creatively. Storytelling mostly uses off-the-shelf material. Since an essay is a difficult type of work, special preparation is required. Preliminary preparation for writing an essay begins in fourth grade when students are given mental activities such as phrases, sentences, classifications, and reasoning on specific topics. As a result of these exercises, students in grades 3-4 will be able to contrast, compare, analyze

and summarize events. These skills indicate their willingness to write an essay.

Essays by primary school students differ in purpose and purpose, and each type of essay is unique.

The following resources are available for writing essays in elementary grade:

1. Students' impressions of observations, excursions and walks were drawn from their experiences during games and other activities.
2. From books, magazines and newspapers, heard from teachers and other people, as well as from television, from films, as well as from observing pictures and posters.

In elementary school, preparing and writing essays focuses on the following:

- Explain related events:
- be able to show the cause of the event, signs and characteristics of what they think;
- be able to compare events and draw general conclusions.

Although these requirements are not fully met in elementary school essays, efforts have been made to meet them.

It is well known that teaching students the basics of knowledge is based on the transition from simple to complex, from easy to difficult, but at the same time it is based on a predetermined system to achieve this goal. The same system applies to teaching students how to write essays.

When thinking about an essay writing system, it is important to use its subject matter and different forms. Adhering to an essay writing system can help students develop speaking and thinking skills and diversify their work. All types of essays encourage students to be creative on their own.



World Bulletin of Management and Law (WBML)

Available Online at: <https://www.scholarexpress.net>

Vol. 2 No. 2, August-September

ISSN: 2749-3601

To write an essay describing an event or thing, students carefully study all the details. They will have a clear idea of an object or event and will use a variety of words and phrases to write their essays. As a result, their vocabulary is replenished with new words.

Properly organized essay writing for elementary school students, students will gain new knowledge and skills every time they write an essay, using different procedures and methods to express their ideas.

An outline is not required to write an essay in first grade.

Here are some ways to teach creativity in first grade.

The students will take a tour of the greenhouse.

Children see bright red tomatoes and juicy yellow lemons there. They recall the experience of the excursion when they enter the classroom. As a result, some students will write about a tomato, and others about a lemon.

The teacher tells the content of any picture in alphabetical order. Students write the word tulip or nest depending on what they hear. This means that students write the name of the object in the picture. The only word that students write on their own can be considered their first creative work - an essay.

The teacher asks a riddle. The students found her answer. (Onion.) Writing down the answers they find also improves their writing and encourages creativity and observation. As a result of systematic haste with first graders, by the end of the school year, they will be able to write a two- or three-sentence essay based on what they see or observe in the picture.

The essay not only develops children's taste, expands their imagination and understanding, teaches them to think comprehensively, but also encourages literary creativity.

Children tell and write interesting stories that are familiar to them. As a result, traits like friendship, camaraderie and mutual assistance awaken.

From the first grade, children are taught to talk about their life and activities. Essays based on works of art learned through reading and extracurricular activities instill in students a love and respect for artistic taste and mother nature, as well as the hard work of the people in them and the beauty created by this work. During the walk, children see the beauty of the surrounding nature. They look at him lovingly. It is on this basis that feelings of love for nature and the Motherland are formed.

The school should also teach children the problems of building a beautiful nature, a happy society and a free homeland. This encourages young people to respect the nature of our Motherland and the work of the people.

In addition to providing students with guidance as they write their essays, it is important to encourage them to express their thoughts the way they want. As a result, they describe in their own way what they see and know.

One of the essays written by the second graders after the excursion to the collective farm:

"Yesterday we were at a collective farm. We saw cows on the farm. The spotted cow was fat. Gives a lot of milk. Zukhra milked two buckets of milk. We were impressed".

In this short story, you will see how smart and observant students are. They expressed their thoughts directly about what they saw on the farm.

There is also the fact that students react differently to the same event. For example, when students come to a farm, one may find that one of them was more impressed by the spotted cow, another by the calves, and the other by the overall experience of the farm. It is also helpful to select the best student essays and analyze the overall order in the class.

This work, in turn, has educational value as students learn about their shortcomings and the achievements of their peers by analyzing essays.

After reading a number of poems and stories about the nature of our Motherland in reading lessons, the imagination of third graders expands even more. Their essays are uniquely artistic.

Even more important are excursions with students to industrial enterprises. They get acquainted with the work activities of people, successes and difficulties in the work process, types of work. After the tour, students are asked to write about their interests and reasons for writing an essay.

In grades 3-4, you can write essays on topics such as "The collective farm garden", "Our village", "My father's profession".

Essays for elementary school students will be in the form of articles for the walls of newspapers. Therefore, before going on excursions and observations, it is necessary to explain to the students to write down what they see there.



Essays written by elementary school children about their work are also of great educational value. Topics such as "Duty", "Planting seedlings", "I watered flowers" are especially interesting for schoolchildren.

Students also try to express their dreams and interests in writing. Using the interests of these students, should plan essay writing on topics such as "My Dream", "My Mom", "Mother's Day" and "Our Family".

To enhance the educational role of essays, consider the following;

- a. correct preparation for writing an essay;
- b. encourage students to be completely independent in expressing their ideas and to describe events realistically;
- c. improve the mood of children when they start writing essays, encourage them to work freely and with great enthusiasm;
- d. After writing the essay, show the best essays and invite the children to discuss them and encourage the children.

Essays are written on a specific topic, regardless of order.

The topic of the essay reflects what one thinks about. When students are knowledgeable about a topic, they try to clarify their understanding of the topic.

The subject of the essay should also be reflected in the title. For example, if you are planning to write an essay on the topic of spring, the title may be different, for example "Spring", "Spring has come", "Spring", "Spring work". The content of the essay should also disclose this heading.

The name should not be generic. The child reading the headline needs to know what to think about.

List of used literature

1. Makhmudov N. Actual problems of teaching the native language // Language and literary education. 1993.
2. Tokhliev B. Shamsieva M. Ziedova T. Methods of teaching the Uzbek language // T., New century, 2006.
3. Yusupova Sh. The content of teaching the native language. T., Generation of the new century, 2003.
4. Annotated Dictionary of the Uzbek Language. M., Publishing house "Russian language", 1980.

5. Gafforova T. Modern pedagogical technologies in primary education. T., 2011.