

## THE PSYCHOLOGICAL BASIS OF THE ABILITY TO EXPRESS IDEAS ORALLY

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### ANNOTATION

This article discusses the ability to express ideas orally. In addition, the psychological basis of verbal expression of opinion is described. Children's ability to think according to their age was analyzed.

**Keywords:** psychological basis, pedagogy, thinking ability, reading, speech, analysis.

### INTRODUCTION

We first turn to the concept of 'speech'. An analysis of general approaches to speech as an object of scientific research allows us to draw conclusions about the extreme complexity and versatility of this phenomenon, which is extremely important to study in order to understand all aspects of mental development. "Speech as a specific activity does not stand among other types of activity; it plays a central role in the process of psychological development" (AN Leontiev) [28.39]

By comparing these approaches, which describe language from different perspectives, it is possible to distinguish the general features of speech as an object of scientific study. Speech, unlike language, is a phenomenon of social property of the people that develops in socio-historical conditions. It is this speech that is the means by which each person expresses his or her thoughts, and this process is initially expressed orally. Because a person first of all hears and tries to express these sounds orally, depending on the level of formation of the speech apparatus. Spoken language is a process that no one is taught to memorize or say. It is formed by the hearing aid together with the surrounding society and rises from the lowest to the highest level. This rise is due to the growth of human consciousness.

A person who knows how to speak well does not always know how to write well, and conversely, a literate writer sometimes has difficulty in speaking. Of course, the psychology of speech and writing is not the same. Spoken and written language is two forms of human communication. At the heart of speech is the sense of hearing that comes from the organs of speech.

People with hearing loss or visual impairment are often confused, blurred, confused, and make reading and writing mistakes. Each form of speech has different ways of communicating with people. Oral communication refers to the direct communication of people (oral speech, dialogue, conversation, discussion). It is distinguished by the presence of a speaker and an audience. Man does not explain anything. If so, they're just sounds. It is only when an idea is expressed that the ability to narrate is formed in a person. In this way, he extracts the information that is present in the human mind, through which he expresses his speech. Spoken language is a fast, automatic process that makes it difficult to think and then proceed. Speech and thought take place at the same time. In other words, it is thought through speech. Oral speech is a personal, individual activity. Therefore, the way of thinking, the way of speaking, and the way of

expressing sounds are not the same. Oral speech depends on the mood, mood, nature and situation of the speaker, as well as the healthy and normal functioning of the speech organs. It is not difficult to tell the difference between speech when you are weak and sick, and speech when you are healthy and mentally active. When a person speaks, he does not pay enough attention to what he is writing. If he realizes that he has made a mistake in his speech during a certain period of time, then the next state of the speech will not be as it should be. In the process, the human brain also slows down, and the fear of making a mistake again disrupts the state of speech, which is what human psychology adapts to. More precisely, the deceptive processes that take place in the mind. If he makes a mistake in the beginning, he will make a mistake in the end. This type of speech allows everyone to quickly understand the opinion of their interlocutor, to quickly understand the word needed in the conversation, to quickly find the word needed in the conversation, to explain the meaning of each word in relation to the text, requires the use of a synonym for the word itself. Of course, in speech, there is no time to think. Accordingly, words that were previously used and remembered will be used. If thought is a product of human thought, then it is related to the human psyche. That is, every sound that comes out of our speech apparatus, and the way that sound is transformed into words and, more precisely, the way we express our thoughts, is related to our psyche and the processes that take place in it.

The situation of a healthy and a sick person is different. If you pay attention, you will not pay as much attention to what you are saying when you are healthy. Because you spend most of your life in this state, that is, in a healthy state, and in the process you have constant patterns in your thinking, and you can easily use them whether you want to or not. Because human psychology makes the most of what is used. In the case of illness, a person becomes physically weak, and this process is clearly reflected in human psychology. He pretends to be sick and speaks very slowly and carefully in a low voice, because his psyche is perceived as sick, and this is reflected in the human psyche. That is why there is a difference between a healthy and a sick person. The use of pre-existing words is more common in 5th graders. They use the simplest and most familiar words because they do not have a rich vocabulary and do not always fully understand the meaning of the words they use. The main goal of developing oral speech in students is to teach them to quickly find words that fit the idea being expressed, to make a plan that systematizes the idea during the speech, to express their opinion convincingly and firmly, and finally, to teach. It is necessary to ensure that the student is aware of the inaccuracies in the speech process, and is able to critically examine not only the speech of others, but also the shortcomings of their own speech. Feeling that a word has been misused in a speech can be a clear manifestation of the student's conscious and logical approach to speech. But a student's ability to express himself freely, as we have seen, depends on his psychology. Russian psychologist A. N. Leontev argues that there are mental and practical forms of human activity, and that the child's mind grows in educational activity. Psychologist D. B. Elkonin, on the other hand, studies the characteristics of educational activity and emphasizes that it is social in nature, content, and form of self-expression. Oriental scholars Abu Ali ibn Sino, Umar Khayyam, Abu Rayhan Beruni and Uzbek enlighteners have a strong memory, will and thinking, intelligence, beautiful speech, and do not achieve their goals. to show diligence,

perseverance, to be able to find the right path to the world of his possibilities, to work as a conscientious, sincere, polite, hardworking, responsible student, and o They assume that students' conscious, expressive, accurate and fast reading have internal connections. Grade 5 students are mostly 10-11 years old. The students in this class are different, they are different, they are different teachers. If there is the same teacher and the same environment in the primary school, it will be different when you move to the upper grade, ie the 5th grade. The demands on them, the treatment they receive, are not what they want them to be. It is in these processes that a period of change begins in their psychology, as if one person has given way to another. Grade 5 students begin to adapt, and in the process, their moods gradually change. If a student has a well-developed speech in elementary school, he or she may not be able to use it in high school. Because students of this age have a long process of adaptation. They should be given tasks to improve their speaking skills during native language and literature classes and other speech development classes to develop oral skills. Not all children this age have the ability to express themselves fluently. It is easier for them to express themselves in writing. Because if I make a mistake in their minds, they will be afraid that my friends will laugh at me or my teacher will hit me, and they will convince themselves of that. There are three possible reasons for this belief in a 5th grader:

1. She is embarrassed to hear her teacher say something wrong in class.
2. Adapts to some of the information he hears from others.
3. There are many occasions when a teacher or a friend shares an additional talk while giving information on a topic. All three of these conditions prevent a child from developing oral speech and free expression. As a result, it is not uncommon for a child to live with this fear. Observations have shown that children who are not able to express themselves fluently in the classroom are able to express themselves fluently on the street and in the family circle. It also depends on the child's psychology. Small school-age children feel at home and try to prove that they are superior to their friends in some way on the street. This can only be done when the child's partner is weaker than he or she is. This means that the child feels strong in the face of those who are mentally weaker, and therefore has no difficulty in speaking; he is spiritually prepared for this situation. Another example of this situation is when a child uses the words of his constant companion on the street. That shouldn't be a problem for him. During the lesson, he uses words that are unfamiliar to him, and of course, the unfamiliarity forces him to be a little more careful. The psychology of students at this age changes, and so does their speech, which means that the psyche is reflected in the child's speech. For example, when 5th graders are asked to read the story of the Three Brothers and tell the story, students of this age group use the method of memorization. Some students even memorize semicolons. And again, these would mean that you have to spend for these processes. This also in some way lowers the child's speech. Children of this age use methods that are convenient for them, because if they follow this path, they will be able to express themselves freely and become mentally adaptable. For example, for Grade 5 students, it is much easier to retell a text in full or close to the text, while other types are relatively more difficult should focus on thinking about the cause-and-effect relationship between individual events. The people involved in the development of the plot of the work, their behavior play a key role. Children understand the content of the work through

the analysis of the participants and their behavior, characteristics. The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place, the coherent narrative, and the interrelationships. The student uses not only analysis but also synthesis to describe the content of the work read with the help of the teacher's question:

- Connects (synthesizes) some facts;
- Compares with each other;
- Discusses them;
- Concludes.

Often 5th graders do not understand the content of the work as a result of misunderstanding, sometimes misunderstanding or superficial understanding of the behavior of the participants, and therefore there is no mental awareness in the child's mind and subconscious and subconscious. analysis does not occur. That is why the teacher should make the question very thoughtful, it makes the child think, think, discuss the behavior of the participants, the connection of events, compare them, help to identify the pros and cons. and should be able to cultivate oral speech. Take, for example, Antoine De Saint Exupery's *The Little Prince* in a 5th grade literature textbook. The development of oral discourse on this work should not be limited to a literature textbook in order to shape it in relation to its psychology. A question on a single topic can cover many disciplines and other areas. In this way, the student understands, comprehends, and expresses his or her opinion on at least part of the task. For example:

1. Show the picture in the story and ask what is in the picture (asked before reading the work) This question makes it easier for the child to express his / her verbal opinion because the child's psychology is more adapted to describe what he / she sees;
2. Describe in his own language the places visited by the little prince;
3. What do you know about the creatures you met in the little prince? This question not only motivates the student to do research, but there are students who like one subject and dislike another. This can lead to boredom and they can only do what they are interested in during the lesson. There is a perception in the child's mind that I do not need this science, that is, the child adapts mentally and has a lot of difficulty in expressing his thoughts orally. If we ask the above question, we will achieve interdisciplinary integration, and at least if we have a conversation with the subject he is interested in, he will be in a good mood and will be able to express himself freely.

It is not recommended to narrate a small text that children can quickly memorize, a lyrical poem that depicts a poem, especially an entire poetic image, so as not to break the poetic lines. For a full story, a text with a clear plot, written in a narrative style, is first selected, and then children learn to include descriptive (descriptions of nature, images of people and other objects) and discussion elements in the story. When teaching storytelling, it is a good idea to teach the student to answer the question, "How is this idea expressed in the author's work?" If the child is interested in storytelling, if the story is heard not only by the teacher, but by all the children in the class, it will be lively and interesting. The addition of students to the story, the retelling of a particular part, stimulates the narrator to create a creative atmosphere in the classroom. In storytelling, questions should not be limited to the content of the text, students should be

gradually reduced to questions about the content of the text, which reduces the level of independence, and children should be taught to answer broader, more general questions. The child should not be physically or mentally exhausted. Psychology means this mood. Therefore, the better the child's mood, the easier it is to express an opinion. Grade 5 students in particular are prone to mood swings. That is why every process should be in harmony with the psychology of the child.

Grade 5 students will not be able to memorize the text or any information they read, so it is possible to form oral speech through selective storytelling. In selective storytelling, the reader:

- 1) Consciously distinguishes a part of the read text, its boundaries;
- 2) Tells only one story from the story;
- 3) Tells the story in only one plot.

The creative work involved in reading a story also enhances students' oral speech, thinking, and spirituality. These are:

- 1) Creative retelling;
- 2) Staging;
- 3) Drawing on the read work;
- 4) Continue the story.

But in this process the child does not think, does not meditate, only memorizes and tells. It doesn't matter what his mentality is when he expresses his opinion, because he doesn't feel the information. In this case, the child develops at least the ability to express what he remembers verbally. The most painful part of it is that, as we have seen, the child does not think, he memorizes, and in this process his psyche is not fully functional. Such students are quick to express what they have learned, that is, they try to say it quickly so that they do not forget what they have memorized, and use another word instead of the word "yes" when describing, or if he forgets the desired word, he cannot continue his thought. This is the case for most students aged 10-11. Success in developing students' oral and written communication depends on three main factors:

- 1) Attentiveness to speech, reading a lot of students, correct and expressive speech of people around, that is, speech conditions;
- 2) How to organize your child's speech experience;
- 3) The teacher's ability to rely on language theory, grammar, lexicology and stylistic elements in speech development.

Students have a fear of imitating their teacher. As a result, students in the 5th grade are less likely to express themselves well. The fear that surrounds his mind does not allow him to express his thoughts freely, but puts him in a cage. Therefore, it is important to teach children to think freely and fluently, both in class and at home. Only then will they have a broad outlook and be able to react to the processes that take place in them.

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