



The Importance Of Working On Sentences In The Development Of Oral And Written Speech Of Primary Class Students

Xoliqova Matluba

Master's student of Theory and Methodology of Education and Training (Primary Education) of JSPU

ABSTRACT

This article provides an idea of the importance of working on a sentence in the cultivation of oral and written speech of Primary School students and the role of tone in the formation of a sentence.

Keywords:

sentence, oral and written speech, primary class

From the first time students are admitted to school, attention is paid to their oral and written speech. Starting from the first grades, working on students' personal skills, teaching them the rules of writing, teaching them to express each letter of the alphabet correctly and clearly in writing requires a great responsibility from the primary school teacher.

In the native language and reading classes, sentence formation and its analysis, expressive reading exercises are among the tools that develop logical thinking and speech. Working on a sentence is one of the acceptable methods for students to write narratives, essays, and oral stories. Although the students tell the grammatical concepts in an orderly manner during the analysis, they jump from one event to another when describing their impressions of an organized excursion. They violate the requirement of consistency. It seems that nothing can be proved in grammatical analysis. The task of the teacher is to identify the mistakes made by the students and to draw their attention to the mistakes made and demand to correct them. Grammar

and reading lessons have great potential in this regard [1].

There are many methodological opportunities for teaching syntactic concepts in primary grade mother tongue and reading literacy classes, and it is necessary to use them only with the aim of achieving effective and high results. Because if a student learns his mother tongue thoroughly in primary education, if his oral and written speech is fluent, he will not have difficulty in higher classes.

It is known that in many languages, when defining a sentence, first of all, it is emphasized that it is a communication tool. In the national description given to the sentence that is taught in the continuous education courses, the sign that summarizes all the countless sentences found in Uzbek speech \neg means judgment and the case sign is strongly emphasized: "Having the case sign, pronounced with a complete tone and expressing a certain idea is called a syntactic unit" [2].

Read the practical importance of melodiousness, i.e. reading with recitation, in standardizing students' oral and written speech, ensuring their proportionality, defining

the nature and distinctive features of the national language, and reflecting the laws of expression and pronunciation. It is necessary to observe the standards and criteria of the literary language, to search for ways to improve reading methods and to implement the most convenient ones.

One of the important signs of a spoken sentence is that it has a complete tone. The mental and syntactic completeness of the sentence also requires completeness and integrity in terms of tone: the complete tone indicates the completeness of the thought and syntactic structure. After all, one of the important differences between speech and non-speech speech events is that they have an incomplete tone [3].

Tone is important not only in determining the completeness of a sentence, but also in determining the different types of sentences.

The following text can be used to strengthen the knowledge about the expression of the finished tone of the sentence:

Let's talk about the effect of fasting on the digestive system: one of the most difficult tasks of the digestive system is related to the functioning of the liver, in which the liver performs sixteen different tasks...

Read the sentences aloud. Determine their limits. By correctly completing tasks such as copy the necessary punctuation marks, students imagine things and events, their signs, the connection between them, and understand what a relative complete thought is.

It is useful to show the difference between a sentence and a phrase in order to justify the expression of the relative completeness of the sentence.

Sentence	Word combination
Music is nice	Nice music
Oybek is a writer	Writer Oybek
There are many books	Many books

In the phrases in the first column, both tone and thought are required to be logically continued.

For example: Pleasant music (pleased the hearts). The writer Oybek (dedicated his whole life to the service of the people). Many books (reading is useful).

The sentences in the second column - music is pleasant. A good writer. The book is a logically complete thought, and the dictionary's conclusion about music, Oybek, and the book is stated. It is clear that there is no need to continue the thought.

It is important to understand the grammatical structure of a sentence, the connection of words and parts of a sentence, and the combination of words in a sentence.

"Speech is the simplest form of expression. Further divisions in speech lead to a loss of complete tone and expression, clarity and specificity.

Based on the above considerations and scientific analysis, the following conclusion is reached:

Speech is an important means of communication; it expresses a relative complete thought; it is grammatically formed: it is said with a complete tone [4].

The syntactic integrity of the sentence is explained by its grammatical formation, its constituent parts becoming a whole. So, the sentence combines several aspects. The first aspect is the material shell of the sentence, the words and grammatical forms that make it up. For example, in most sentences, there must be a noun unit (participle) formed with participles. The second aspect is the mental product - thought - information embedded in this material shell. The third aspect is the speaker's attitude to reality, the speech situation. These three aspects make up the trinity in speech - the unity of syntax, semantics and pragmatics [5].

Thoughts in a person's mind are restored based on concepts. Thought appears as a sentence in speech.

Clear, accurate, understandable and effective expression of thoughts and impressions depends on the use of words in structured sentences. In order to clarify the relationship between words in a sentence, their content, and the content of a specific topic, the reader compares words that are close to each

other in meaning, chooses the appropriate one and puts it in its place. Acquisition of cognitive skills, work on synonyms, antonyms, polysemous words is directly related to the work of sentence construction [6].

Teaching students to restructure sentences and create creative sentences in native language classes is important in developing speech.

In linguistics, an idea is expressed through a sentence. A sentence is a syntactic unit that has completeness of tone and is united by grammar and meaning. A sentence is made up of parts of the sentence that are connected to each other or in an equal relationship. When teaching a sentence to students, there is a need to explain it by its types. As a result, students develop the skills of syntactic analysis of sentences [7].

Thoughts in a person's mind are restored based on concepts. Thought appears as a sentence in speech. Just as a thought is made up of a concept, a sentence is made up of words and phrases that are the form of a concept. The constituents of a sentence are words (also phrases), grammatical forms and word combinations.

In recent years, creative teachers have been using various methods to prevent children from getting bored, to make them interested in reading and learning.

"Word salt game" method

Students are presented with 8 letters in a circle. Pupils form words using these letters. The student or group that generates the most words in the specified time is considered the winner. This game is especially useful after learning vowels and consonants. If

if the students are given the letters a, u, b, z, f, s, t, a, they will join these letters and form words like bu, sab, tuz, aft, bas [8].

The correct use of methods in the course of the lesson depends on the pedagogical skills of the teacher.

A sentence has definitions such as the smallest piece of thought, relative completeness. Because we humans can communicate about our goal through speech, ask something from the listener, express emotions, order, etc. In the elementary grades

of general education schools, teachers give information to students about sentence construction and grammatical features of sentences. In the elementary school, students mainly learn the main parts of the sentence; possessive and participle; types of sentences according to the purpose of expression: declarative, imperative and exclamatory sentences receive preliminary information. In the process of learning a consistent course of the mother tongue, certain skills and abilities about speech are formed [9].

One of the main requirements for mother tongue classes in general secondary school's teaching to express thoughts in a concise form. The student must not use redundant words in the construction of sentences, get used to finding and using words that clearly express the purpose, and acquire all the grammatical rules necessary for constructing sentences.

In the process of expressing an opinion, the speaker is not limited to his speech, that is, storytelling. Based on his communicative purpose, speech process, topic of conversation, available artistic or non-artistic expression, he also uses the words of others [10].

Depending on the communicative goal of the speaker, different expressions of the sentence occur.

Language consists of levels. Since language exists as a whole, these levels should participate as a whole in the process of information transmission and reception, which is the main task of speech. We will see this in the sentence. For syntactic completeness of the sentence, first of all, a certain independent word and verb form is applied. The axis of the unit of study consists of the union of the unit of the name and the shape of the cross section. So, in this, the joint action of the constituent parts of the language - lexical and morphological levels is noticeable. Cooperation of lexical and morphological factors is not enough for a sentence. For it, a specific factor of syntax - syntactic place is necessary. Syntactic Place requires that the device is presented with its own complete tone. It can be seen that the phonetic factor completes the syntactic completeness. So, in a sentence, all levels of the

language - lexical, morphological, syntactic and phonetic levels are manifested as a whole [11].

Everyone should pay special attention to the structure of the sentence in order to deliver his speech correctly and clearly.

Working on sentences is important in developing students' speech. The main task of working on a sentence is to teach students to make a syntactically correct and clear sentence and express a complete opinion. A sentence is a unit of speech with a grammatically interconnected, complete content and complete intonation, serving the purpose of communication [12].

The most important thing for elementary school students is that a sentence is a speech unit.

A sentence is a syntactic unit that serves to express information, message, question, command and feeling.

On the basis of mutual comparison of means of expression of the language (word, phrase and sentence), students can hear and conclude that one of the main signs of a sentence represents a complete expression of thought [13].

One of the important tasks of native language classes in elementary grades is to form the skill of conscious use of sentences in expressing thoughts.

A sentence is a grammatically formed syntactic unit, the parts of which come together as a whole, with content and intonation integrity, and it is used to express thoughts, feelings and wishes to others [14].

Reading and observing the sentence will greatly help to develop speech. Working on the intonation of the sentence helps to understand the content and connection of the sentence, to learn and memorize it by looking at the sample, and to better understand the structure of the sentence.

Just as the thought is not without concepts, the speech is based on the word. After all, it is not without reason that the lexeme, which is a noun unit based on a sentence, is one of the leading factors in the grouping of lexemes [15].

The main task of working on a sentence is to teach students to make a syntactically

correct and clear sentence and express a complete opinion.

A sentence (which is grammatically interconnected, has a complete content and a complete intonation) is a unit of speech that serves the purpose of communication.

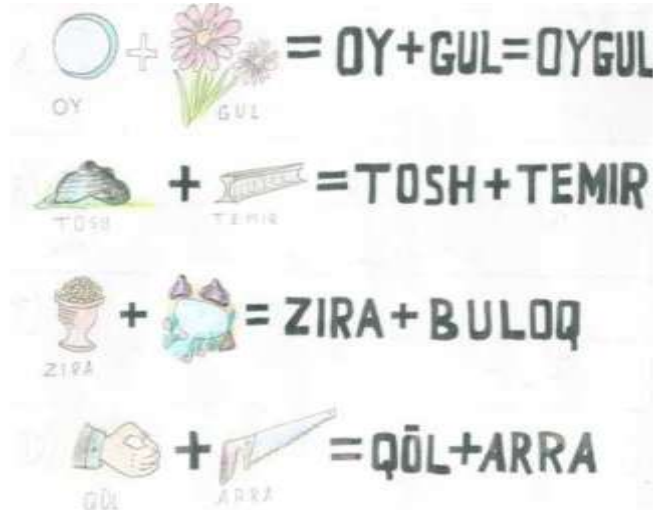
It is appropriate to use several didactic games during the lesson so that children do not get bored. For example, "Who says right?" through the game, it is possible to acquire the correct pronunciation skills in students. At the same time, the vowel-consonant sounds are also distinguished. For example: school-school, meat-meat, tree-tree, kindergarten-garden [16].

It is appropriate if the teacher uses the most convenient methods of education to teach the topic of the sentence to primary school students in their native language classes. Didactic games are very important in this regard. Therefore, the knowledge given to the students is organized as a game according to their age characteristics. Therefore, in the process of games, students easily master the difficult-to-master materials given in the elementary school mother tongue textbook, and at the same time, they can observe and compare the environment, events, and see if they are correct. learn to think about, draw correct conclusions from them and justify their conclusions. It would be appropriate to make students interested in science and achieve their correct acquisition of knowledge, skills, and abilities through didactic games.

You can organize interesting games with students by solving various rebuses and teaching them to make rebuses. This activity increases the student's vocabulary. Forms the skill of creative use of words in the dictionary, develops students' thinking. The most important thing is to get used to carefully observing the characteristics of each object. This game will become a favorite activity of students. They learn to use every word carefully in their written speech.

Students develop some skills in working on rebuses that consist only of pictures. The word represented by each picture is tracked. In the initial preparation period, students perform new word formation exercises with the

participation of words that represent things without sounds and letters.



When reading rebuses based on sentences, students practice various sound changes. In such rebuses, pictures are the main means of expressing an idea. The important meaning of the expressed idea is expressed in the pictures. However, pictures alone cannot fully express the content of a sentence or text. To solve the puzzle, to correctly find the sentence described in it, the methods of adding sound, replacing sound and dropping sound are effectively used.

In addition to the use of various methods of working on the sound, a certain level of training is also carried out on the joint. Rebus uses the methods of shortening syllables, adding syllables, and replacing syllables entirely.

Although at first it may be difficult for students to master these activities, gradually children become very interested in it. Some students really enjoy doing their own puzzles and showing off their puzzles to someone else. The world rejoices when others discover the words hidden in these puzzles.

In conclusion, we can say that the formation of the ability to learn the sentence and use it in speech is based on the continuous expansion and enrichment of students' concrete knowledge.

References:

1. Sh.I.Siddikova, M.M.Kholikova, a collection of materials of the Republican scientific and practical conference on the topic "Problems of improving the

management process and educational quality in educational institutions". December 6, 2022. B.104.

2. Nurmonov and others. Modern Uzbek literary language. Textbook for 3rd year students of academic lyceum and vocational colleges. T.: "ILM ZIYA", 2010. P.19.
3. G. Abdurakhmanov, Sh. Shukurov, Q. Mahmudov "Historical grammar of the Uzbek language". Publishing House of the National Society of Philosophers of Uzbekistan. Tashkent 2008 B.351.
4. Tokhliyev B., Shamsiyeva M., Ziyadova T. Methodology of mother tongue teaching. Publishing House of the Literary Fund of the Writers' Union of Uzbekistan. Tashkent 2006. B.147-148.
5. The current Uzbek literary language is recommended as a textbook by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. Tashkent 2020. B.348.
6. G.A. Kholboyeva Methodology of mother tongue teaching in primary grades. Against "INTELLECT" publishing house 2022. B.459.
7. Faizullayev B., Abdullayev T., Haydarov Sh. Modern Uzbek literary language. Jizzakh. 2007. B.20.
8. Ibragimova F., Farsakhonova D., Shukurova H and others. Methodology of mother tongue teaching. Tashkent "Innovation" 2021. B.95.
9. Kholikova M. Proceedings of the international scientific and practical conference on the topic "Global issues of the development of philology in education". May 7, 2022. B.462
10. Sh. Siddikova "Study of other words" monograph. Tashkent "Innovation-Ziya" 2021. B.12.
11. Modern Uzbek literary language. Recommended as a textbook by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. Tashkent. 2020. B.349-350.
12. K. Kasimova and others. Methodology of mother tongue teaching. Tashkent "NASIR" publishing house 2009.B.318.

13. B. Tokhliyev and others. Uzbek language teaching methodology. Publishing House of the Literary Fund of the Writers' Union of Uzbekistan, Tashkent - 2006. B.147.
14. M. Askarova and others. Uzbek language workshop". Tashkent "ECONOMIC-FINANCE" 2006. B.202.
15. R. Sayfullayeva and others. Modern Uzbek literary language. Tashkent - 2009. B.326.
16. Journal of primary education. Issue 3 March 2019. B.11.