

**METHODOLOGY FOR CONDUCTING SYNTACTIC WORK IN THE
SPEECH CULTURE SYSTEM OF PRIMARY SCHOOL STUDENTS**

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Abstract

In this article, how to carry out syntactic works in the system of developing the speech of students in native language classes, syntactic works in the process of teaching the science of the mother tongue during the teaching process, syntactic works in writing statements and essays, speech connection, word combinations and sentences trained to work.

Keywords: primary education, syntactic, sentence, word, speech, essay, types of statement, speech connection.

Introduction

The future of an independent Uzbekistan largely depends on the barkomol, the generation with intellectual potential and the quality of education training for it. Therefore, the cultivation of a creative person who loves the motherland, his people, is devoted to the ideas of independence, is one of the priorities of the state in the field of Education. At the same time, ensuring the spiritual maturation of the individual through fundamental reforms in the educational system is one of the urgent actions of this direction, which is indicated by the law on education of the Republic of Uzbekistan and the national curriculum as one of the important tasks of State importance for the radical reform of the educational system, the education of School education as a whole is an important stage in continuing education and plays an important role in determining the further life of the child. At school, the child receives not only knowledge, but also is brought up and prepared for an independent life. And it is also important in this that the child grows his speech. It is necessary to create the appropriate conditions for the child to successfully receive an education at school and acquire all the wealth of his native language.

It is known that in order to prepare elementary students for the upper classes, it is necessary to cultivate their speech skills. Especially due to today's modern educational requirements, the correct pronunciation of sound and word with the skillful application of these technologies of education in its place is an important integral part of child education.

DISCUSSION AND RESULTS

One of the important requirements that elementary grades set in the native language program is the cultivation of the student's speech. Because to what extent the reader's speech is depends on their reading and writing skills, their own reasoning, their ability to convey the concepts of imagination to others. Students with advanced speech will achieve full-fledged mastering not only in educational writing lessons, but also other lessons. Underdeveloped students find it difficult to master the subjects. Therefore, all departments of the native language program are instilled with speech cultivation tasks. In the implementation of this responsible task, it is important to ensure the effectiveness of education in primary classes, including the formation of thorough knowledge, skills and qualifications in native language lessons.

Speech is understood as the process of speech and its result. In fact, speech is considered one of the highest complex, spiritual tasks of a person. Speech is a specific function that arises as a means of mutual exchange of ideas between people in the social process of people. A person perceives objects and phenomena in the outside world with the help of sensory organs and through the means of speech. Thanks to word signaling, that is, speech, a person can perceive being, thoughtfully. There are external and internal, oral and written types of speech. External speech mainly serves the purpose of connecting communication, so it is structured so that it is understandable to the listener. Unspoken and unwritten internal speech, that is, speech for oneself, plays an extremely important role in the processes of consciousness, self-knowledge, thinking. Written speech (letter writing and reading) is functionally closely related to internal speech (whispering inside what is being written, reading without making sound). Elocution is taught in all classes, but reading classes must be of leading importance. Underage school students embody spiritual maturation through their native language. Native language, including reading, speech cultivation, are among the most important tools in the educational

process. Well-developed speech serves as one of the important means of active human activity in society. And for the student, speech is a weapon of successful education in school.

What is speech cultivation? If the work performed by the reader and his language is envisaged, then speech cultivation is understood as the active practical acquisition of language in every possible way (pronunciation, vocabulary, syntactic construction, linkage speech). If the teacher envisages speech cultivation, he understood the use of methods and techniques that would help students to actively occupy the pronunciation, vocabulary, syntactic construction and linkage speech of their language.

For speech activity, as well as for the growth of speech of students, several conditions must be observed:

1. There must be a requirement for a person to bring his speech to the surface. The methodological requirement for the cultivation of students' speech is to create a situation in which the student arises the desire and necessity of making an oral or written statement of his opinion, something.
2. Any speech should have content, material. The more complete, rich, valuable this material is, the more meaningful its statement is.
3. An idea becomes understandable only if it is expressed using a word, a combination of words, a sentence, speech rules that the listener understands. Therefore, the prerequisite for the successful cultivation of speech is the armament of speech with language tools.

A number of speech acquisition requirements:

1. Mastering the norms of literary language.
2. Mastering the essential speech skills necessary for each member of our society, namely reading and writing skills.
3. Improving the speech culture of students.

When growing speech, three directions are clearly visible:

- 1) work on the word;
- 2) work on vocabulary and sentence;
- 3) work on linkage speech.

To work on vocabulary and sentence, the linguistics is in some lexicology (in combination with phraseology, and Stylistics), morphology, syntax. Linkage

speech, on the other hand, is based on logic, literary studies and complex syntactic whole linguistics. Consistency in speech cultivation provides four conditions, that is, the consistency of exercises, which state their thoughts through the means of language, providing perspective, variety, diverse exercises with the implementation of the skill of targeting one goal. The language of men is used as a weapon of expression of thought. They think before they can voice their thoughts and articulate them. This is internal speech. Internal speech is "thought (thought) speech that is not broadcast and is not written. External speech is speech aimed at others, broadcast using sounds or written with graphic symbols. Inner speech helps to understand and remember the material.

According to the way of expressing an opinion; speech will be oral and written. Oral speech is often in the manner of dialogue, while written speech is in the manner of a monologist.

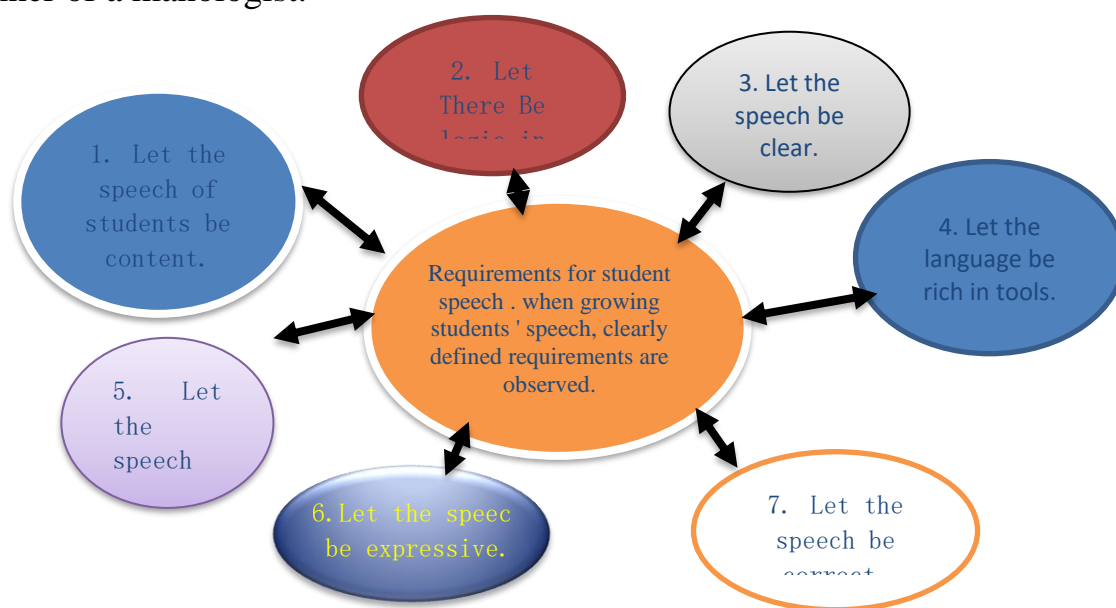


Figure 1. Requirements for student speech.

Speech is an important tool for students to grow taffakuri. Speech is not only a means of expressing a thought, but also a weapon of its formation. Speech acts as the psychological basis of thought, while the condition for its cultivation is thought enrichment. Speech can be successfully cultivated only on the basis of mastering the system of mental activity. Therefore, when growing students' speech, it is of great importance for the preparation, improvement of the material, placement of the choice of OID on the topic, logical operations. Thinking grows successfully only if it is formed and articulated orally with the

help of language. The concept is represented by words or combinations of words, so that the concept becomes an important material of communication in a word that is a means of language. When a person knows a word and a combination of words that a concept represents, he will have the opportunity to express, think in External speech, based on this concept. In speech, thought is formed, at the same time, thought creates speech.” Speech is interwoven with thought. Without speech, there is no contemplation, and without language material, the thought cannot be expressed”.

The speech formation of an opinion ensures that it is clear, understandable, pure, consistent, logical. Language acquisition provides conditions for learning the phonetics of this language, the composition of the dictionary, the grammatical construction, for improving thought. Knowledge, facts are all kinds of information, as well as the material of speech. Speech serves as an important tool for studying the taffakur process. Speech is used as the main measures of the student's mental development. When thinking about the assimilation of material from all objects and general mental development of students, one or another topic is focused on how the child can state in his speech (in the essay he wrote, in his information, retelling, in his answer to questions). Thus, speech cannot be distinguished from taffakur, speech develops on the basis of taffakur. The thought ripens with the help of speech, goes to the surface. On the second hand, the growth of speech contributes to the formation of thought, improves. Basic skills related to linked speech. Growing students ' speech means instilling specific skills in them. Elementary students receive downstream skills from growing linkage speech as an independent exercise:

The skill of understanding the subject, determining the limit and covering it relatively fully;

The ability of the essay to submit to the main idea;

A story, a treatise on the subject for an essay, is a collection of the material necessary to illuminate it;

The skill of organizing the material, placing it in the appropriate consistency of a note, drawing up a text plan and writing according to this plan;

The skill of being able to correctly express a thought while adhering to the norms of literary language;

The skill of composing the text verbally or in writing, writing an essay, that is, completing all preparatory work;

The skill of evolutionism of the written text. This skill is a statement of one of the types of written work, which is written on the basis of a critical attitude to his work. A statement is a written retelling of the contents of a readable sample text after a certain period of time.

Working on the speech culture of children is considered one of the important factors in the timely identification of shortcomings in their oral and written speech and the struggle for full literacy. Therefore, at the request of state educational standards, the use of a statement type of written work in elementary grades is of great help in cultivating the ability of students to express their opinion widely.

According to the program “phonetics, grammar, spelling and speech cultivation” of the native language of primary education, with the help of a teacher, students are taught to draw up a text based on a sample, respectively, and perform bayonic exercises after vocabulary - spelling training.

Syntactic works in the system of growing students' speech. Work on vocabulary. The language separates lexical (verbal), syntactic (verbal briqum and sentence), and bound speech levels. In this context, the vocabulary is viewed as a ring of transition from the lexical level to the syntactic level.

Vocabulary is a lexical-grammatical unit that does not represent a completed thought and is thus distinguished from a sentence. Vocabulary is used within a sentence in speech. Teaching vocabulary in children is considered to work on an element of thought. When working on vocabulary in elementary grades, the following types of exercises are used:

1. From the head word to the following word to ask questions, to determine whether words are connected. For example, Buttercup reads well. Who (reads)? - Buttercup. What does (Buttercup) do ? - reads. Qanay (reads) ?- good. Reads well-a word combination.
2. Show the interrelationship of words in a sentence in a drawing. It teaches students to gradually build complex devices.
3. Explanation of the meaning of the vocabulary encountered in the text.
4. To compose a vocabulary with a new word, which is encountered in the text or in the process of activity. This type of exercise helps to deeply understand the meaning of the word and use it in his speech.
5. Vocabulary construction in connection with the study of word categories. When the noun phrase category is passed on, vocabulary such as with horse and

quality (jonajon my homeland), with horse and other horse (school garden); verb-passed, with horse and verb (went to the cinema, was at school, came from home) are formed.

A mistake made in the vocabulary also leads to an error in the construction of a sentence, so it must be avoided.

Work on the Gap. Working on a sentence is important in cultivating a student's speech. The main task of working on a sentence is to teach students to make a completed opinion, making a syntactically correct clear sentence. The sentence (which is grammatically connected, has completed content and completed intonation) is a unit of speech and serves the purpose of communication. Important for elementary students:

- the first thing to say is the unity of speech. Therefore, the requirements for speech exercises also apply to exercises for working on a sentence;
- secondly, the sentence is a unit composed on the grammatical side, so that the work on the sentence is interrelated with the grammar, in the process of which it is very important to work on the construction of the sentence, the connection of words in the sentence and the types of sentences;
- the third sentence is the unity of language and speech, denoting the completed content. Consequently, it is also necessary to work on the content basis of the sentence, on the content otanka and their dependence on the structure of the sentence;
- fourth, the intonation of a sentence is of great importance, therefore, working on intonation, it is necessary to explain the sufficiency of intonation with meaning.

The exercises for working on a sentence, depending on the dominance of analysis or synthesis, are divided into two types:

1. Analytical exercises, that is, analysis of the sentence from the finished text;
2. Synthetic exercises, that is, exercises aimed at creating an independent sentence.

According to the degree of independence of students and the activity of the cognitive process, exercises for working on a sentence are divided into three:

1. Sample-based exercises;
2. Constructive exercises;
3. Creative exercises.

1. The simplest, elementary, but at the same time the most necessary form of working on a sentence is reading (writing), intonation, working on expressiveness, explaining the basis and content of the sentence, and sometimes memorizing, memorizing the sentence.

Reading and observing a sentence helps a lot to grow speech.

2. Drawing up a sentence based on a question. In this case, the question posed becomes the basis for the answer (sentence construction) and acts as a sample. The question is given not only its main content, but also all its words and syntactic drawing. For example: (What did the children pick in the garden?) .

3. Constructive exercises include exercises aimed at making a sentence and rearranging it. Such exercises are based on grammatical concepts and rules.

Types of constructive exercises include those below:

1) to compose a sentence from a mixed given word or to compose a text from an ordered sentence.

2) separation of the border of sentences from the text in which the dots are not placed, the capital letter is not written.

3) a step-by-step writing exercise using interrogations of a given simple sentence.

4) making a sentence based on a given syntactic drawing.

5) to construct a simple spread sentence similar to a given sentence, such as a union-possessive or cross-sectional one.

6) to construct a single univallate sentence from two to three simple sentences.

In creative exercises, students themselves compose a free sentence. In elementary grades, downstream types of creative exercises are used.

1. A topic is given to compose a sentence.

2. A picture of something or a plot is given, students draw up one or more sentences based on the picture.

3. Two to three base words are given, with students using these words to form a sentence.

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