

METHODS OF WORKING ON EXPRESSIONS IN PRIMARY CLASSES

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Annotation

The reading book of elementary adjectives did not even provide information about expressions when we observed native language books. But the fact that phrases are given in the texts of most of the primary school textbooks indicates that the topic of phrases is relevant in the primary grades. In particular, in the elementary school textbook, expressions are used in many texts. This requires the teacher to inform the students about the expressions.

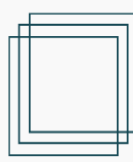
In the "Integrated State Education Standard and Curriculum" adopted in 2010, the subject of the primary grade reading book is defined as "being able to interpret the meanings of words, phrases, sentences in the text". In the content of the curriculum, in the section of reading skills, "reading all the words by heart; Conscious mastering of the content of the text as the interconnection of events and events in the form, knowing the use of visual means in the text, being able to choose the right words from proverbs and phrases, teaching to pronounce the subject in literary language is set.

Keywords; didactic methodical competence, academic subject, independent thinking, conclusion, proof.

Introduction

In the section of working on the text, "the gradual development of events in the work in an organic connection with each other, the ability to independently determine the content of parts of the text, the ability to select examples from the text in the analysis of the work, to evaluate the behavior of the characters of the work, to express one's relations, to be able to distinguish the main idea (idea) from a simple work, to ensure the formation of speech skills in relation to reading, to determine the meanings of words in an artistic text, to choose to find the words and phrases necessary to express the characters of the winter text, the natural landscape, to narrate the full content of the prose work, shortening it and changing the person, to create creative stories and find a suitable title for them, o "to be able to say the author and names of the works read, to compare works of art with each other, to draw certain conclusions, to work independently on questions and assignments in textbooks, to use the table of contents, to compose oral and written stories based on pictures[1]."

It can be seen from this that working with books from the subject of reading in the 4th grade, pronouncing words correctly, achieving fast, accurate, fluent and expressive reading, reading the works of Uzbek and foreign children's writers winter, reviews of works of art, expressive reading.



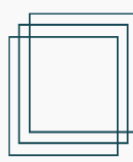
Increasing the vocabulary of the work and actively using it in speech, making questions about the works read, comparing the works of art with each other and drawing appropriate conclusions, commenting on them, and working on phrases is also emphasized. It is also stated that "the interrelationship (integration) of these standard criteria is the main factor in the realization of the tasks set in the education of the mother tongue". In this case, it is possible to work on phrases by using the information about the phrases in the texts of the reading book from the mother tongue[2].

Phrases and figurative expressions are an important part of students' vocabulary. A phrase is a combination of words that are usually equal to one word, and it is considered one of the important tools that enriches the content of speech, beautifies it and increases its effectiveness. In order to enrich the students' speech with phrases, they can substitute phrases for words or, on the contrary, use phrases instead of words, interpret the meaning of phrases, choose phrases with new meanings for given phrases, compare given phrases. tasks such as choosing antonyms can be used[3].

Analysis and Results

Within the framework of the requirements of DTS, to develop students' speech, to develop spelling literacy, to form and develop pronunciation standards, to arm them with the necessary knowledge, skills and abilities for expressive reading - strict adherence to educational principles, correct determination of teaching methods, tools and methods, ensuring the harmony of education, upbringing and development, recalling, choosing the balance between partially creative and fully creative tasks, educational tasks that encourage creative thinking[4] This parameter is introduced in order to allocate a wide space, take into account the age, reading capabilities and personal characteristics of the students when creating knowledge, skills and qualifications, determine the child's literacy, the ability to replace written speech signs in pronunciation. the skill of expressive reading of the text is determined. Expressive reading speed, that is, how many words of a given text can be read in one minute, is taken as such a quantitative indicator. As the student moves from grade to grade, the level of complexity of the vocabulary also increases[5].

In the 4th grade, discussion lessons are very effective in teaching the expressions in the texts of the textbook. The effectiveness of reading lessons is largely related to the independent creative thinking of students. Discussion is very important in teaching creative thinking. The peculiarity of these things is that the material to be studied is known to the students in advance, and each student expresses his personal opinion about the issue under discussion. Discussion questions should be carefully thought out by the student. For example. The following problem can be raised in the discussion about expressions[6].



1. Who knows the phrases?
2. Explain the meaning of the phrase in the text.
3. Make more sentences using this phrase and say...

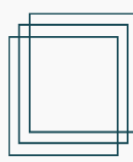
With the help of speech, a person expresses his reading, thoughts, feelings, and desires, and understands the thoughts, feelings, and desires of others. Human speech is colorful.

A person improves his speech throughout his life. He strives to make the speech beautiful, fluent, expressive, and impressive by using the rich possibilities of our language. This process is especially effective during childhood. From a young age, he feels a need for communication intervention, he begins to feel an increasing need to listen to the opinion of others and express his own opinion.

In the process of learning the basics of science at school, the development of the student's speech is more effective than in other periods of human life. Because every child is of great importance in the development of speech and it opens the way to use the rich opportunities of the mother tongue in speech[7].

Reading textbook as a science combines these possibilities, reveals new colorful aspects of the language in expressing thoughts, brings speech into the beautiful world. A reading lesson, like a native language lesson, improves and enriches the student's speech, gives it an artistic color, gives sophistication. For example, to quickly, correctly, fluently and expressively read the texts of the 4th grade reading book, to review artistic works, to read expressively, to increase vocabulary and actively use it in speech, to ask questions about the works read. creating tasks, using the phrases in the text correctly in speech[8].

What speech can be called a good speech? What are the requirements for student speech? Without finding answers to these questions, it is difficult to think about other problems of children's speech. One of the main requirements for the student's speech is the appropriateness of the speech to the speech situation. Speech condition refers to the condition of the speaker and the listener at the time of speech creation[9]. This environment is multi-faceted, diverse, and includes everything from the things, things, and situations that surround the speaker and the listener during the speech, to their level of knowledge, profession, and the speaker's goals and capabilities. takes The context of speech is a very important factor in determining the form of speech[10]. For example, the speaker and the listener who are far from each other can exchange ideas only through written speech (letter, information, event writing, etc.). Naturally, this speech has its own characteristics. The most convenient way to exchange ideas between the speaker and the listener standing close to each other is oral speech. Oral and written speech have different characteristics according to their speech conditions. For example, when there are many speakers, the speaker is required to express his/her opinion coherently and coherently, using loud pauses and less gestures[11].



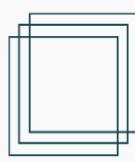
The unique appearance of such a speech is reflected in the student's speech when explaining a certain topic in the classroom or at a meeting, in the answers to the student's problems or in the process of completing homework. Therefore, in such a speech, it is necessary to pay special attention to the coherence of thoughts, the correct connection of sentences, the correct use of connectives, pronouns, field terms, phrases, tone of voice, tone, etc[12].

Such speech of the student should be free from long sentences and unnecessary words, how to stand in relation to the words of the student during the creation of the speech, the movements of hands, eyes, head, neck, and legs. attention should be paid. One of the important components of the speech setting is the speaker's consideration of the level of the audience. This is one of the most necessary components of speech[13]. Our people paid a lot of attention to it. That's why proverbs such as "Say my word as long as you hear" emphasize the need to make the speech understandable to the listeners. A tradition is common among believers. According to the worldview of Mansuri Halloj (858-920), one of the great exponents of Sufism, every person is a particle of the Truth. That is why he said "Anal haq" (I am also right). They hanged him because of this saying that he was claiming to be a god. At that time, some people assessed Mansuri Halloj as right, others as wrong. His disciples turned to the great scholar Abdullah Ansari (1066-1088) in order to determine the truth or falsity of Mansuri Hallojn[14].

Ansari gives a blunt answer about this: "You have to say it as you understand it." If Mansuri Halloj had written this statement among scholars and virtuous people, i.e., in a circle that understood the meaning of "Anal Haq", they would not have killed him. Saying "I am right" in front of people who do not understand this is tantamount to claiming divinity, and such a person should be killed according to Sharia law.

As can be seen from the narration, taking into account the level of the audience decides not only the fate of the speech, but also the fate of the speaker[15]. Therefore, it is necessary to pay special attention to the formation of students' ability to express their opinion, taking into account the level, age, and position of the listener. For this, it is necessary to regularly work with students on expressing the same idea to students younger than themselves, equals, seniors, "relatives, and strangers". Teaching children to write letters has an effective effect on the formation of the skills of expressing the same idea to different people in different ways[16].

Another important requirement for students' speech is content. It should not be forgotten that if the speech fits the conditions, it will be meaningful. The student can correctly describe his things, the events he is aware of in oral and written form. Only an idea formed on the basis of concrete evidence, observation or impressions, feelings attracts the attention of others. An opinion without content is neither liked by the student nor by others. In many cases, the student is asked to speak or write about unknown events. Undoubtedly, this situation causes intellectual shallowness, the topic is not covered[17].

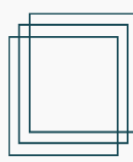


Therefore, the student should be given the task of writing about the things or events he has read, observed, or experienced. Conversations, stories, works of art read for essays, plays watched and movies serve as a rich material for personal observations and impressions, events of everyday life. Another requirement for the student's speech is that the thought should be logical, clear and coherent. The effectiveness of a speech increases only if each idea is logically based. This requires every student to carefully look at things and events, to be able to evaluate each of them correctly, to build his speech regularly and consistently, and to be able to prove it. When expressing an opinion, the student should be able to logically connect one idea with the other, distinguish the main ideas related to the topic from the secondary ideas, and not allow returning ideas. Speech is a product of logical thinking. It is closely related to the methods of mental activity, such as comparison, grouping, generalization[19]. Comparison is a logical method with which the similarities and differences of things and events in the material world are determined, and judgments and conclusions are drawn on this basis. A student cannot think logically without using this activity method[18].

The logical correctness of the speech is first of all that the thoughts are clearly and coherently connected to each other, not to deviate from the topic under consideration, there are no logical contradictions in the content, and there are no consecutive, complex sentences, the judgments and conclusions are reasonable and convincing. means to be. Another important requirement for the student's speech is that it should be rich and varied. The richness and variety of speech is first of all the lexical possibilities of the Uzbek language in expressing ideas, its meaning, from words with adjacent or opposite meanings, figurative expressions and phrases, as well as from proverbs and materials that increase the artistic value of speech, a great poet. and phrases and sentences of writers that have become proverbs and aphorisms, fragments and vivid literary symbols taken from artistic works, catchphrases and phraseological expressions of the Uzbek people, artistic language tools such as simile, qualification, animation, exaggeration, rhetorical[20]. It is manifested in the use of similar sentences. These figurative tools of the language give beauty, charm and variety to the speech.

Another requirement for the student's speech is that it should be concise. The accuracy of speech does not consist in describing or describing different things, events, but also in identifying the signs characteristic of these things and events, and in the interpretation of words, phrases, phrases and sentences that correspond to their description[21]. Clarity is closely related to the richness and variety of speech. Conveying a certain content in different forms, choosing the image method that matches the speech conditions, makes the speech clearer.

Melody is also one of the important requirements added to the student's speech. Tone is one of the means of increasing the effectiveness of the student's speech.

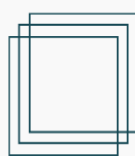


Therefore, the ability to read poetic works and prose passages following the tone is one of the main requirements for the student's speech. It divides speech into syntagms using tone. Uses logical emphasis appropriately. Therefore, expressive reading skills should become a component not only of literature textbooks, but also of mother tongue and reading classes. Grammatical construction of speech is one of the important requirements for it. The student must have the skills and abilities to connect words, phrases and sentences, to use appropriate conjunctions and possessive adjectives, to be able to match the possessive and participle of the sentence.

Another important requirement for speech is its simplicity and purity. Simple speech will be understandable first. The intelligibility of the speech, on the one hand, is expressed in a clear and concise statement of the idea, avoiding incomprehensible stupid sentences, and on the other hand, it depends on the level of preparation of the listener. So, the student should be able to express his thoughts simply and fluently, understand the essence of other people's thoughts, and be able to understand them. Purity of speech means first of all its purity. It is known that in the speech of students, various repetitions, redundant sentences, sentences and words that are not characteristic of the Uzbek language make up a large part of their speech. speaking using is the main task of mother tongue training[22].

We have listed the main requirements for student speech above. These requirements are closely related to each other, and a good speech can only be achieved if the student follows all of them. Therefore, it is not possible to strengthen only one aspect in textbooks and classes, leaving the second requirement in the lower class and the second one in the next class. Only if these requirements are consistently followed, speech development will be effective. If the students think creatively independently, if they can express the product of their thoughts correctly and fluently in oral and written forms in accordance with the speech conditions, then the reading lessons will be effective[29]. Many students find it difficult to express creative thinking, the product of thought, verbally and in writing[23]. They cannot use the rich possibilities of the Uzbek literary language in speech processes. In order to determine the reason for this, the factors that determine children's speech development, their vocabulary, appropriate use of words and phrases in sentences, skills, the ability to correctly construct the sentence from the grammatical point of view, the correctness of the thought from different speech styles, concise, fluent, and comprehensible presentation skills should be analyzed separately.

One of the important indicators of the student's speech is his vocabulary. In the 4th grade reading textbook, the more the student knows the phrases in the texts, the more he can analyze their meaning, the more he can use them correctly in oral and written speech, the more his vocabulary increases. For example.



In the story "What remains of a man" on page 37, the phrase "if your arm is long" in the sentence "even if your arm is long, you prefer your character" has unlimited possibilities. It means to be able to do something. If the student understands this and can use it correctly in his speech, his vocabulary will increase[24].

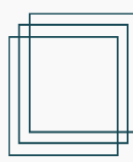
In the school, the mother tongue is taught as a tool that ensures the preparation of literally literate students who know oral and written speech, can use the elements of the language appropriately. Knowing one's mother tongue helps to actively participate in the political, cultural, educational, ideological and economic life of the country. It is a tool for achieving various goals[25].

The vocabulary of the Uzbek language is very rich and diverse. In addition to individual words with independent lexical meaning, our language also has fixed combinations-phrases that express lexical meaning. Their meanings are formed on the basis of the overall meaning of the words contained in them, and are preserved in the human memory as a whole and ready, and interact with other combinations as if they were separate words.

Phrases also serve as a means of communication and exchange of ideas in the language. At the same time, idioms are a branch of the language that shows the lexical and stylistic possibilities and wealth. In this sense, it is of great practical importance to learn phrases like words, to convey their specific aspects, speech activity, emotional-expressive tasks to students. However, mastering phrases poses some difficulties for elementary school students. Because there is no theoretical information about the expressions themselves, but there are a lot of expressions in the texts of elementary school reading and mother tongue textbooks[28]. Of course, special work is being done on phrases during the lesson, that is, some phrases are explained in the provided dictionaries[26]. But it cannot be said that this work always gives the necessary results. Students graduating from high school do not have enough vocabulary. This is because the phrase learning system has not yet developed to the level of a purpose-driven and rigorously designed system. The fact that the same amount of time is spent on teaching frequently used and rarely used expressions, that is, relatively difficult meaning and simple-looking expressions, the feature of learning exercises on expressions is not taken into account. causing difficulties in learning phrases[27].

Conclusion

The process of acquiring speech is closely related to the growth of the child's thinking. The student begins to feel the world around him, learns about existence while mastering the elements of the language in expressing his opinion. In the child's mind, the concepts reflected by means of language are formed. This situation occurs only on the basis of the child's thinking and perception in his mother tongue. As the student acquires the elements of the language during communication, they begin to encounter complex phenomena of the language.

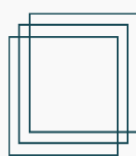


Students begin to think about the form and content of language phenomena. There are such concepts of the language, especially the Uzbek language, that require teaching based on special methods. Speech is not only a complex linguistic phenomenon, but it is also difficult to learn.

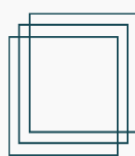
Many scientific opinions, recommendations, and instructions have been created and are being created about the methods of teaching phonetics, lexicon, and grammar in the methodology of teaching the mother tongue of primary classes. But there are not enough recommendations on how to teach phrases. In the method of teaching the mother tongue, phrases are studied from the point of view of developing students' speech skills. The main attention is focused on the ability to include as many phrases as possible in speech consumption, which is a unique asset of the system of strengthening speech activity.

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