

Foreign Experience of Working on the Text

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Abstract:

The article presents the idea of the factor of achieving the expected result of enriching the content of speech development education by working on the text in elementary grades, when the teacher, along with special speech exercises, performs tasks on existing means of language expression in texts. The results of pedagogical observations have shown that it is difficult for some schoolchildren to pronounce short and long sounds correctly, to distinguish between vowels and consonants. This is due to insufficient work on the sound-letter analysis in the classroom, not using various exercises of an auditory and practical nature during literacy training. Turning to the section "grammar and spelling", the teacher should provide for systematic work to eliminate these errors.

Keywords: text, continuing education, written speech, concept, text, basic word, fiction, culture of speech, literary analysis, sentence.

INTRODUCTION

Introduction. Interdisciplinary continuity is important in the education of certain qualities of an individual, the development of existing knowledge, skills and qualifications. The concept of "inextricable" "lexically represents the meanings of" "inalienable", "interrelated", "inseparable". All subjects taught at this stage of the continuing education system are equally important in the primary classes to introduce students to the environment, increase the level of literacy, develop their speech. Therefore, relying on their didactic capabilities in the lessons organized in the subjects "Alphabet", "Reading", "mother tongue", "mathematics", "the world around us" and other subjects will serve to improve students in every possible way.

Within the framework of educational science, the knowledge acquired by students, the features of reading and native language education in terms of the skills and qualifications that are formed in them, are intertwined with each other. This in turn means that the didactic capabilities of the subjects "mother tongue" in reading lessons, "reading" in mother tongue lessons can be used appropriately, effectively. After all, the school is seen as the main task of teaching native speakers to

grow the speech of students".

DISCUSSION AND RESULTS. In the process of explaining such topics as "vowel and consonant sounds, letters", "consonants that differ in pronunciation and spelling", spelling rules cannot be taught apart from pronunciation. Because they are connected by the sound side of the tongue. For example, in order to write vowels that are pronounced short and elongated according to the situation, readers must hear and distinguish such sounds. In order to strengthen the qualification of finding distinctive consonants in the utterance and spelling, from the first lesson, it is necessary to correctly analyze the words, work on distinguishing between short-pronounced vowels and consonant sounds-letters. Exercises in the textbook as well as additional tasks as follows can be used for this purpose:

1. Moving from the dictionary 3-4 words with equal number of vowels and consonants and more than vowels.
 2. Writing examples of words with a lot of vowel (consonant) sounds.
 3. ", "Working", "bong", "little girl", "scissors", "dust", etc.
 4. Reading the given words: garden – mountain, Cotton – Board, Peacock – chicken, old man – tea. Show that they are different from each other. Independently give examples of similar words.
 5. To say the vowel and consonant sound in the exercise and the number of letters.
- Sample: Book-2 vowels, 3 consonants; 5 sounds, 5 letters.

When completing these tasks, it is advisable to use the comment method. Assignments are performed independently, initially under the guidance of a teacher, and later by the students themselves. When performing exercises, attention is paid to the formation of the skills of students to find the number of vowels and consonants in a word and the number of letters without errors.

As early as the first year of primary education, students learn to divide words into syllables. In students, the qualification for choking is formed in the lessons of the "alphabet" with the help of exercises of a auditory nature.

The successful mastery of the subject of "vowel and consonant sounds, letters" by students provides the basis for the careful appropriation by them of such topics as "syllable", "sentence".

In addition to the exercises in the textbook in order to ensure a thorough assimilation of the topics of "syllable", "sentence" by students, the following tasks are recommended:

1. Transcribe 2 Words With 2 and 3 syllables from the dictionary; justify the correct execution of the task.
2. Reading the following words: teacher, student, intelligent; first divide them into syllables, then transcribe them; memorize the necessary rules for the correct execution of the task.
3. Reading the following words: etiquette, school, bread, mother; separation of words that cannot be moved to the syllable; saying the reason why certain words cannot be moved to the syllable.
4. To say the number of syllables, vowels and consonants in the specified words; example: School – 2 syllables, 2 vowels, 4 consonants, 6 sounds, 6 letters.
5. On the basis of the given words, first draw up a sentence in an oral form and write them down: Brother, school, read. My brother is in school. By performing such exercises, students come to the conclusion that sentences are formed from words, words from syllables, syllables from sounds, and also learn that the sound is represented by a letter in writing, when the word spelling differs in pronunciation, the vowel or consonant spelling in it can be determined using the rule. If the oral speech of students is well developed, everyone pronounces sounds and words correctly, then, of course, their written speech will also be fluent and understandable.

In practical work with word composition, there are ample opportunities for the development of students' speech. For example, the teacher gives an example of some couples: a house-house, a shirt-shirt, a lamb-lamb. He then addresses the readers with a question: "Can they always be used interchangeably in our speech as long as these couples are close in meaning?". The teacher gives examples to prevent mistakes without waiting for the answer to this question that has made the students think:

We built a large cottage. Karim put on his little shirt.

He explains that he and the students cannot be called "Big House", he can be called "Little shirt". Another example: the teacher writes an example in advance to the classroom and asks to choose a suitable one from the words given in parentheses: little by little studied ... Bo'lur (good, wise).

This analogy draws the attention of students to the fact that a small additional task is able to give pure grammatical work not only a colloquial, but also an educational direction. Attention to the word, the upbringing of interest in its correct application forms respect for the native language. President Of The Republic Of Uzbekistan Sh.M.As recognized by Mirziyoev, "when we think about the fate of our people, about the day of tomorrow, it is necessary, first of all, to keep the original qualities of our nation, beautiful traditions, unique art and literature, our native language, as if by eye. In short, each of us should consider the emphasis on the language of the state as the emphasis on independence, and the reverence and devotion to the language of the state as the reverence and devotion to the motherland, making such a view a rule of our lives" [5].

In order to consolidate the skills of finding the basis of the word in the later stages, the teacher gives an example of the following sentence for analysis: the flowers in our garden blossomed.

In this, the teacher says that there is an error in the sentence, giving students the task of finding them, indicating the reason, finding the word that caused this error to occur. Then the words being repeated are separated, and the mistakes are corrected: bloomed – opened.

Such conclusions are drawn from the analysis:

- 1) the use of words whose basis is the same, side by side or Close, leads to a speech error;
- 2) it is necessary to be attentive to prevent such an error in speech.

In addition to growing students' speech, exercises in this variety also shape the skills of finding the basis of a word in them.

Grammatical forms of words, syntactic phenomena can also have great expressiveness and significance in artistic texts. In the analysis of the text, it is necessary to take into account the peculiarities of the speech of the author, characters and narrator.

The culture of speech is manifested in correct speech and writing, without violating the generally recognized norms of the literary language. After all, correctly spoken or written speech affects the consciousness and feelings of the individual.

The perception of the lexical meaning of words by readers is one of the important tasks associated with the cultivation of speech, which at the next stage will pay off when working on a word that has a certain lexical meaning in a sentence. The fact that elementary students remember as many antonyms as possible (contrary meaning words) was an important factor in the implementation of this process was also confirmed in the process of experimental work.

In general, ways to increase the vocabulary wealth of readers at the expense of contradictory meaning and meaningless words can be as follows:

- 1) in the process of introducing readers to a new word, strengthening vocabulary analysis by finding antonyms in possible places, rather than limiting itself to annotating its lexical meaning;

2) to determine their lexical meaning when finding synonymous (meaning) to familiar words.

The increase in the volume of words with contradictory meaning in the speech of students in itself means that their speech is qualitatively enriched. Composing a line of expressions according to the degree of contradictory meanings, their manifestation, allows readers to master how the opposite phenomena are expressed in words. This undoubtedly contributes to their speech improvement. For example:

- 1) very good-just good-not bad – very bad;
- 2) courage-courage-Vanity-heroism-indecision – cowardice-evil-very cowardice;
- 3) happy – cheerful – sad – sad.

By analyzing such a series of original and hypothetical contradictory meanings, readers will realize that synonyms and antonyms are closely related in speech. As a result, they have a deep understanding of the meanings of concepts such as "from courage to cowardice", "from joy to sadness".

Hence, the qualification of students to be able to use the elective word can be formulated by working on the text. In this case, examples of antonyms in speech belong to readers in the analysis of the content of the obtained works, for example, oppositely meaningful statements, the passage in which they participated the work in which it is recommended to express the meaning of the words in question.

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