

DEVELOPMENT OF PUPILS' SPEECH IN THE PROCESS OF WORKING ON SENTENCES ON NATIVE LANGUAGE LESSONS

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ABSTRACT

This article describes the development of students' oral and written speech by working on sentences in language classes at school, as well as the basic knowledge of orthoepy, orthography, punctuation and graphic sections of language levels when teaching the topic of a sentence.

Keywords: phonetics, phonology, graphics, orthoepy, orthography, punctuation, stylistic skills, phraseology, phrase, figurative expression, sentences, types of sentences, constructive exercises.

INTRODUCTION

Working on sentences is important in developing pupils' speech. In "The concept of mother tongue teaching" it is defined that the purpose of teaching the mother tongue is "deepening the skills of creativity and independent thinking in the process of education, forming and developing the skills of correct and fluent expression of the product of creative thought in oral and written form in accordance with the speech conditions"¹.

Pupils acquire the ability to correctly use simple and compound sentences in speech activity, that is, in oral and written speech.

In general secondary education pupils' skills in the field of syntax are formed.

1. The ability to interpret the word combination and its types and characteristics and to create word combinations on this basis.
2. The ability to explain the features of a word combination that are different from words, phrases, figurative expressions.
3. The ability to distinguish between a simple sentence and a compound sentence and the ability to construct them on the basis of language patterns, to distinguish between parts of a sentence and the ability to use them correctly.
4. The ability to combine two or more simple sentences, to use complex sentences, types of complex sentences in the speech process.
5. The ability to correctly use punctuation marks in sentences, to correctly express sentences according to the tone.
6. Differentiate a collocation from a word, word combinations, figurative expression, phrase.
7. Divide the sentence into phrases;
8. Expanding the vocabulary, making meaningful phrases...
9. Work on the word combination chain.

The following analyzes are carried out when working on sentences and sentence fragments:

¹ Law of the Republic of Uzbekistan "On Education"// A perfect generation is the foundation of development of Uzbekistan. –T.: Sharq. 1997. -64. -20-29-p.

- expanding the sentence on the basis of the part that forms the sentence and defining the parts of the sentence on this basis;
- explaining the position of the parts of speech;
- explaining the nature of the independent and non-independent part;
- defining possessive sentences, unpossessed sentences, sentences with a hidden owner;
- determining types according to the expression of speech fragments;
- analysis of the sentences with the structure like must go, must be done; must be said;
- creating a word-sentence and its analysis, creating a dialogue: -Assalomu alaykum, Tolibjon.
- Vaalaykum assalom, Tohirjon, come in.

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 complete content and complete intonation) is a speech unit that serves the purpose of communication. It is important for pupils, first of all, that the speech is a unit of speech. Therefore, the requirements for speech exercises also apply to the exercises for working on the sentence; secondly, a sentence is a grammatically correct unit, therefore, working on a sentence is closely related to grammar, and in this process it is very important to work on the construction of a sentence, the connection of words in a sentence, and the types of sentences; thirdly, a sentence is a unit of content and indicates a complete content. Therefore, it is necessary to work on the substantive basis of the sentence, the content elements and their dependence on the structure of the sentence; fourthly, the intonation of the sentence is of great importance, so it is necessary to work on the intonation, to explain the connection of the intonation with the content.

In the native language program, knowledge of syntax is clearly defined. Not only on the native language lessons, but also in other lessons and in the process of all activities at school, it is required to make a sentence, to make it meaningful and understandable. Native language lessons teach pupils to analyze and restructure sentences. The word is studied in the syntax section of linguistics.

This section is inextricably linked with the following sections of linguistics, and in order to ensure the conscious mastering of the subject, the teacher organizes his lessons based on the knowledge he has gained about phonetics, lexicology, lexical forms and semantic groups of words, communication forms of words. Particularly, parts of speech – are connected with phrases, with tone, pause, emphasis in the pronunciation of the sentence studied in phonetics, with the use of punctuation marks in the sentence – punctuation and graphics, with lexicology, which studies terms, dialectal words, expressions based on the lexical meanings of words.

Exercises related to working on sentences are very diverse and are classified according to the superiority of analysis and synthesis and the level of independence of pupils.

Exercises to work on the sentence are divided into two, with respect to the superiority of analysis or synthesis:

- 1) analytical exercises, that is, analysis of a sentence taken from a ready-made text;
- 2) synthetic exercises, i.e. exercises aimed at creating an independent sentence.

Analytical exercises prepare the ground for synthetic exercises, which are conducted in parallel or after synthetic exercises.

Exercises for working on sentences are divided into three according to the level of pupils' independence and cognitive process activity:

- 1) sample-based exercises;
- 2) constructive exercises;
- 3) creative exercises².

The sample-based exercise provides for the practical mastery of clear, correctly structured syntactic devices, their internal connection, and understanding of their content. Among such exercises, an important place is given to analytical exercises, as well as to observing and listening to the sentence and reading it. Sample-based exercises include:

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

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 remember it by looking at the example, and to better understand the structure of the sentence. In this process, it is necessary to pay attention to separating the sentence from the speech according to intonation, expressing intonation completeness, to the intonation of indicative, interrogative and emotional sentences, to the counting tone in sentences with a single clause with homogeneous parts and in complex sentences without a conjunction, to the intonation of connected clauses.

2. Making a sentence based on a question. In this case, the given question is the basis for the answer (composing a sentence) and serves as a "sample". In the question, not only its main content, but also all the words and syntactic structure are given. For example: What did the children pick in the garden? (The children picked apples in the garden).

The questions are gradually becoming more complex: if before the children made a sentence by adding one word instead of a question word, later they will have to add more of their own words like: What did the children do in the garden? (The children picked apples in the garden. The children picked apples in the garden and put them in baskets). Or "Where have the children been?" What did they do?" (The children were in the garden. They picked apples and put them in baskets). What do you know about hedgehogs? Why can't birds destroy their nests?.

Constructive exercises include exercises aimed at constructing a sentence and reconstructing it. Such exercises are based on grammatical concepts and rules. Types of constructive exercises are as follows:

1. Composing a sentence from mixed words or creating a text from irregular sentences. In this case, words can be given in three ways depending on the study of grammatical material: a) words are given in ready-to-use form: fruit, in the garden, gardeners, picked (Gardeners picked fruit in the garden); b) taking into account the learned grammatical material, some words are given in their basic form, and others in their finished form. For example, after the theme of "Singularity and plurality of nouns" has been studied, the forms cotton, in the field, child, have picked can be given; c) all words are given in infinitive: ball, yard, child, play.

² S.Matchonov va b. Boshlang'ich sinflarda ona tili o'qitish metodikasi. –T.: Ishonchli hamkor. 2022.

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