

SPEECH DEVELOPMENT OF PRIMARY SCHOOL STUDENTS WHEN STUDYING CASE FORMS OF NOUNS

Ulukhuzhaev Narzullakhon*

*Associate Professor,
Candidate of Science, Namangan state university,
UZBEKISTAN

DOI: 10.5958/2249-7315.2022.00194.0

ABSTRACT

The role and importance of the formation of skills for the correct use of case forms of nouns in the development of oral and written coherent speech of students are shown. The characteristics of the system of exercises performed in the process of studying the case forms of nouns in the aspect of speech development are presented.

KEYWORDS: *Nouns, Case Forms, With And Without Prepositions, Development Of Oral And Written Coherent Speech, Learning Difficulties, Inflection, Stress Diversity, System Of Exercises, Groups Of Exercises, Nature Of Tasks, Sequence Of Execution.*

INTRODUCTION

The case forms of nouns in the primary grades are fully studied, according to the current program of schools in Uzbekistan with the Russian language of instruction, in the third grade [3]. Studying case forms, primary school students learn, within the framework of the requirements of the program and on a purely practical basis, the features of nouns in the composition of phrases and sentences. In this regard, we consider it expedient to familiarize primary school students with the declension of nouns in the composition of phrases and sentences.

Mastering the declension of nouns in the schools of Uzbekistan with the Russian language of instruction is associated with some difficulties, the main of which is the difference in the grammatical structure of the native and Russian languages. It should be noted here that the main contingent of students are representatives of local Turkic-speaking nationalities, among which Uzbek students dominate [4].

Speaking about the difficulties in mastering the prepositional case form of the Russian language by students of Russian schools with a mixed contingent of students, it should be noted that "The Russian language is characterized by developed inflection and along with this, a significant number of prepositions are used to express the connection between words in the Russian language. At the same time, the same case form is expressed in different inflections ... But the general meaning can be expressed in different forms. One case form can express different meanings ... One and the same case can be used with different prepositions. One preposition can be used with different cases" [2].

MATERIALS AND METHODS

The presence of three types of declension, grammatical categories of animation and inanimateness, a hard and soft basis of the word, a special plural declension system determines the variety of case endings in the Russian language, which is not typical for Turkic languages in general and for Uzbek in particular. The difficulties in mastering the case forms of the Russian language also include the mobility of stress in the declension of nouns of all three genders in the singular and

plural.

In the Uzbek language, all nouns decline in the same way and have a constant stress on the last syllable. For the formation of each case form there is a certain suffix. The case suffixes in singular and plural are the same. And only the suffix - **lar**, which is placed before case suffixes, is an indicator of the plural form. The meanings of the cases of the Uzbek language do not always correspond to the meanings of the cases of the Russian language. In addition, there are no prepositions in the Uzbek language, and the existing postpositions cannot always convey shades of meaning conveyed by prepositions in Russian [4].

The noted differences in the grammatical structure of the Russian and native languages explain the mistakes made by primary school students when constructing phrases with dependent nouns.

The most typical errors are related to the incorrect use of nouns, omission or, conversely, excessive use of prepositions, the use of one preposition instead of another in prepositional case combinations, and incorrect placement of stress in some case forms.

Given the difficulties in studying the declension of nouns, as well as taking into account the typical speech errors of students, it is necessary to develop a system of exercises that contribute to the conscious and effective assimilation of the topic and the development of skills for coherent presentation of thoughts in oral and written form.

A study of the experience of the school shows that it is advisable to organize the teaching of grammar to students of this category in general in the aspect of speech development on a syntactic basis - on the material of a coherent educational (adapted or presented in the textbook) text.

Certain requirements may be imposed on the educational coherent text. The text, first of all, should be a speech model in terms of compositional construction, content and language design. It should be informative, interesting in content, carry new information, and stimulate students' speech utterance. It should contain sufficient grammatical material to be studied. The volume of the text should be accessible to the contingent of students [1/247].

In this regard, it is necessary to prepare exercises based on the vocabulary of the studied text. Before performing exercises on the text, vocabulary work was carried out, correct reading techniques were developed, a question-answer conversation, a plan was drawn up, and a brief retelling of the content according to the plan.

The system of exercises compiled on the basis of a coherent text should contribute, firstly, to the development of the skill of using the studied forms of nouns, i.e. correctly form the studied case form of nouns and accurately use in speech; secondly, the development of the correct, unprepared speech of students, caused by the need, the purpose of the statement.

RESULT AND DISCUSSION

Exercises can be divided into two groups. The first group includes training exercises in nature, preparing for speech. They should contribute to the solid assimilation of grammatical material and the development of the ability to isolate phrases from the text with the case forms of nouns being studied, the formation of phrases with nouns in the desired case form with and without a preposition, the correct use of compound phrases in a sentence.

Performing the exercises of the first group assumes that students have a good knowledge of the declension of nouns. Only in this case they can successfully train in the formation and use of case forms in speech.

Exercises of the first group may have tasks of the following nature :

1. Tasks for developing the skills and abilities of analyzing verb phrases taken from the text and

using them in speech. They can be formulated as:

- a) Writing out verb phrases from the text formed according to the method of control;
- b) posing a question from the main word of the phrase to the dependent , determining the grammatical form of the dependent noun; c) highlighting the case endings of nouns, explaining their spelling;
- d) Compiling sentences with phrases selected from the text.

2. Tasks aimed at developing the skills of conscious and free choice and use in speech of case forms of nouns with and without prepositions. These may include :

- a) Adding (negotiating) case endings of nouns in phrases and sentences;
- b) Compiling a phrase with a control connection from these words (both components of the phrase are offered : a verb and a noun in the initial form, or one of the components in the studied case form), making sentences with composed phrases;
- c) Changing the case forms of the same nouns and making phrases and sentences with them;
- d) Replacement in the composition of phrases and sentences of nouns of one declension by nouns of another declension;
- e) Composing phrases with nouns in different case forms with the same prepositions and sentences with the resulting phrases:
- e) Distribution of sentences with the necessary forms of nouns x (different options):
- g) Compiling sentences from words given in the initial form.

When performing the exercises of this group, it is necessary to pay special attention to the semantic meaning of the studied case forms of nouns with and without prepositions, to the correct placement of stress in case forms and to the spelling of case endings of nouns.

CONCLUSION

The exercises of the second group are aimed at further improving and automating the skills of using case forms of nouns with and without a preposition in speech. Tasks are based on the material of previous exercises, as well as on the vocabulary of a coherent educational text and can be of the following nature:

1. Retelling (presentation) of the text with a change in the character, with the replacement of nouns of one type of declension with nouns of another type of declension, with a change in the number of nouns, if the content of the text allows such changes to be made.
2. Abbreviation of the educational text. This type of assignment requires advance preparation. It is preceded by the performance of tasks aimed at developing the ability to highlight the main idea of the text and briefly convey its content with the necessary language means. These include the following:
 - a) Dividing the text into semantic segments, highlighting the main idea in them, their heading and drawing up a plan;
 - b) Transformation of individual grammatical structures, replacing them with shorter options;
 - c) Replacing complex sentences with simple ones, several sentences with one;
 - d) Answers to questions about the content of the text.
3. Retelling of the educational text.

Taking into account the level of preparedness, as well as the degree of development of intellectual abilities, it is possible to offer a task for constructing a coherent text on a similar topic with the obligatory use of case forms of nouns.

We believe that the formation of skills for the correct use of case forms of nouns will greatly contribute to the development of oral and written coherent speech of students.

REFERENCES:

1. Lvov M.R., Sosnovsky A.Ya. Methods of primary teaching of the Russian language. – Moscow, 2006. - 456 p .
2. Rozhkova R.I. To the linguistic foundations of the methodology of teaching the Russian language to foreigners. - Moscow,
3. Training program in native language schools of general secondary education with Russian language of instruction (Grades 1-9). - Tashkent, 2017.
4. Ulukhuzhaev N.Z. Teaching primary school students the grammatical category of gender.// Boshlangichsinflardata'limvatarbiya// Makolalartuplami. Namangan, 1995
5. Ulukhuzhaev N.Z., Khamidova M.Kh. Educational-methodical complex of teacher training // Young scientist. Monthly scientific journal. - Kazan, 2014, No. 19, p. 618.
6. Rahimjanovna S. M. Teaching ethics to students in technology education //Asian Journal of Multidimensional Research (AJMR). – 2020. – T. 9. – №. 3. – C. 119-122.
7. Rahimjanovna S. M. The professional skill and competence of modern educator–pedagogue //European Journal of Research and Reflection in Educational Sciences. – 2019. – T. 2019.
8. Shermatova M. R. Boshlang'ichsinfo'quvchilarinitexnologiyafanidaamaliyishlarorqalihatomonlamatarbiyalash //Интернаука. – 2019. – №. 1-2. – С. 58-59.
9. Shermatova M. R. The Issue Of Education In The Novel Of" Turkey Gulistan Or Morals" By Abdulla Avloniy //Научнаядискуссия: вопросыпедагогикии психологии. – 2016. – №. 12. – С. 206-210.
10. Shermatova M. R. The Analysis of Examples of Classical Literature in the Primary School //Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN. – С. 2456-6470.
11. Nuraliyeva K. I. Boshlangichsinfoquvchilariningkreativsalohiyatinishakllantirishningpsixologikxususiyatlari //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – T. 1. – №. 6. – С. 208-214.
12. Diyora N. Some methodological aspects of the formation of a culture of interpersonal relationships in primary school students //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 3. – С. 803-806.
13. Shaamirova Y. K. et al. Directing to do homework with effort of elementary school children //Scientific Bulletin of Namangan State University. – 2020. – T. 2. – №. 1. – С. 278-283.
14. Shermatova M. R. Work On Teaching Classical Literature To Primary School Students //The American Journal of Social Science and Education Innovations.-2021.-Ò. – 2021. – T. 3. – С. 600-605.
15. Шерматова М. Р. Особенности и методики применения информационно-

коммуникативных технологий для активизации учебной деятельности в образовательном процессе на уроках в начальной школе //Молодой ученый. – 2017. – №. 7. – С. 509-511.

16. Шерматова М. Р. Межличностные взаимоотношения в преподавании технологии //Молодой ученый. – 2017. – №. 43. – С. 129-131.
17. Шерматова М. Р. Технологии и труд как части образовательной культуры //педагогика и психология в современном мире: теоретические и практические исследования. – 2018. – с. 101-104.
18. Шерматова м. Реализации ИКТ для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.
19. Шерматова м. Образование. – 2019.
20. Шерматова М. Р. Труд и его технология преподавания //Интернаука. – 2017. – №. 22. – С. 27-28.
21. Шерматова м. Р. Практические методы и приемы реализации икт для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.
22. Abdullaev K. A. Methods For Using Geographic Materials And Fine Arts In The Process Of Training Autobiography Writers //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 433-436.
23. Abdullaev K. A. The Use Of Interdisciplinary Integration Technologies In The Process Of Working On The Text Of Prosaic Works //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 429-432.
24. Abdullaev K. A. Using historical, scientific and artistic works in learning the personality of alishernavoi //Scientific Bulletin of Namangan State University. – 2020. – Т. 2. – №. 6. – С. 231-235.
25. Yusufjonova M. Abdulla KahharAs A Skillful Translator //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
26. kiziYusufjonova M. A. A Household Tale in Korean Folklore //International Journal Of Discourse On Innovation, Integration And Education. – 2021. – Т. 2. – №. 2. – С. 259-263.
27. Yusufjonova M. A fairy tale as a reflection of the national culture of the people //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 2533-2539.
28. Yusufjonova, Madinabonu. "Analysis of a Korean Household Fairy Tale." Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470.
29. Qizi Y. M. A. TilningLingvoetnikO'zigaXosligiTushunchasi //Oriental Art and Culture. – 2021. – №. 7. – С. 202-208.
30. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=oFQQFL0AAAAJ&citation_for_view=oFQQFL0AAAAJ:9yKSN-GCB0IC
31. Юсуфжонова м. А. К. Художественные средства, используемые в корейских пословичных изречениях //молодежь и системная модернизация страны. – 2017. – С. 53-55.

32. Юсуфжонова м. А. К. Особенности перевода корейских пословиц и поговорок //Поколение будущего: взгляд молодых ученых. – 2016. – С. 226-230.
33. Худайбергенова З. Н. и др. “TahgunHaqidaAfsona”, “Ondal”, “Va “QirolKimSuroHaqidaAfsona” AsarlaridagiIboralarningLeksik-SemantikXususiyatlari //Молодой исследователь: вызовы и перспективы. – 2017. – С. 196-199.
34. Sulaymonov M. Y. Studying the creativity of hafiz khorezmi based on the biographical method //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 4. – С. 190-196.
35. Guzalkhon M. The Need To Develop Linguistic Competence In Students In Primary School Mother Tongue Classes //Eurasian Scientific Herald. – 2022. – Т. 6. – С. 48-50.
36. Mahamadjanovna A. N. et al. Use of Educational Technologies to Increase the Effectiveness of Natural Education.(Integrated Integrated Education and Technological Steam) //Annals of the Romanian Society for Cell Biology. – 2021. – Т. 25. – №. 7. – С. 1155-1161.
37. Uluhuzhaev N. Z. Formation Of Spiritual Qualities In Students Of Elementary Classes At The Lessons Of The Native Language //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 445-448.
38. Улухужаев Н. З. Изучение ударения в спрягаемых формах глагола в курсе" Современный русский язык" //Молодой ученый. – 2019. – №. 50. – С. 397-399.
39. Улухужаев Н. З. Фразеологизмы узбекского языка с цветовыми компонентами //Молодой ученый. – 2018. – №. 7. – С. 213-215.
40. Улухужаев Н. З. Лингвокультурологический аспект фразеологических единиц узбекского языка //Молодой ученый. – 2016. – №. 19. – С. 614-618.
41. Улухужаев Н. З. Гипотаксический период в русской монологической речи //Молодой ученый. – 2016. – №. 10. – С. 1500-1501.
42. Улухужаев Н. З. Гипотаксический период с отношениями одновременности //Молодой ученый. – 2016. – №. 21. – С. 1028-1030.
43. Улухужаев Н. З. Использование некоторых приемов критического мышления при изучении темы" Пунктуация в сложносочиненном предложении" //Молодой ученый. – 2019. – №. 7. – С. 163-167.
44. Улухужаев Н. З. Гипотаксический период с отношениями условия, причины и следствия //Молодой ученый. – 2016. – №. 24. – С. 580-582.
45. Улухужаев Н. З. Описание как функционально-смысловой тип монологической речи //Молодой ученый. – 2016. – №. 26. – С. 802-805.
46. Лутфетдинова Р. Х., Улухужаев Н. З. ОЦЕНКА ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ //NovaInfo.Ru. – 2016. – Т. 4. – №. 44. – С. 275-281.