READING AND MOTHER TONGUE TEACHING IN PRIMARY SCHOOL DEVELOPMENT THROUGH WORKING ON TEXT

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1.INTRODUCTION.

All subjects taught at this stage of the system of continuing education are equally important in introducing students to the environment in the primary grades, increasing literacy, speech development. Therefore, in the lessons on "Alphabet", "Reading", "Mother tongue", "Mathematics", "The world around us" and other subjects, working on the basis of their didactic potential serves to the full development of students. Interdisciplinary integration plays an important role in cultivating certain qualities of a person, developing existing knowledge, skills and abilities. The term "integral" literally means "closely related", "interconnected", "inseparable" [1].

In terms of the knowledge acquired by students in the field of academic science, the skills and competencies that are formed in them, the features of reading and mother tongue education are closely interrelated. This, in turn, means that in the lessons of reading "Mother tongue", in the lessons of mother tongue "Reading" can be used appropriately and effectively the didactic possibilities of the subject. Indeed, "the development of students' speech in school is considered to be the main task of mother tongue teaching" [2].

The results of the pedagogical observation showed that some students have difficulty in pronouncing short and long sounds correctly, distinguishing vowel and consonant letters. This is due to insufficient work on sound-letter analysis in the classroom, lack of listening and a variety of practical exercises during literacy training. In the transition to the section "Grammar and spelling", the teacher should consider the systematic work on the elimination of these errors

2. ANALYSIS.

Spelling rules cannot be taught separately from pronunciation in the process of explaining topics such as "vowels and consonants, letters", "consonants that differ in pronunciation and spelling". Because they are connected by the sound side of the language. For example, in order to write vowels that are pronounced short and long depending on the situation, students need to hear and distinguish such sounds. In order to strengthen the ability to find different consonants in pronunciation and spelling, it is necessary to work on the correct analysis of words from the first lesson, to distinguish short vowels and consonants. The exercises in the textbook and the following additional assignments can be used for this purpose:

1. Copy 3-4 words from the dictionary with the same number of vowels and consonants and more consonants.
2. Write examples of words with a lot of vowels.
3. *"Ishchan", "bong", "qizcha", "qaychi", "chang"* such as hearing and writing words, reading words.

4. Read the given words: *bog' – tog', paxta - taxta, tovus - tovuq, chol - choy.* To show the difference between them. Independently give examples of similar words.

5. Say the number of vowels and consonants in the exercise.

Example: book - 2 vowels, 3 consonants; 5 sounds, 5 letters.

It is advisable to use the method of interpretation in the performance of these tasks. Assignments are first completed under the guidance of the teacher and then independently by the students themselves. Exercises focus on developing students' ability to find the number of vowels and consonants in a word and the number of letters without mistakes.

From the first year of primary education, students learn to divide words into syllables. Students' articulation skills are formed in the "Alphabet" lessons with the help of listening exercises.

Successful mastery of the topic "Vowels and consonants, letters" by students creates the basis for them to master such topics as "Joint", "Speech".

In addition to the exercises in the textbook, the following tasks are recommended to ensure that students master the topics of "Joint", "Speech":

1. Copy 2 words from the dictionary with 2 and 3 syllables; substantiate that the task was performed correctly.

2. Read the following words: teacher, student, smart; splitting them first into syllables, then copying; remember the rules necessary to complete the task correctly.

3. Read the following words: *odob, maktab, non, ona;* separating words that cannot be copied into a syllable; to say the reason why some words cannot be copied into a syllable.

4. Say the number of syllables, vowels and consonants in the marked words; sample: *maktab* - 2 syllables, 2 vowels, 4 consonants, 6 sounds, 6 letters.

5. Based on the given words, first make a speech orally and write them: aka, school, read. My brother goes to school.

By doing such exercises, students learn that sentences are made up of words, words are made up of syllables, syllables are made up of sounds, and that sounds are represented by letters in writing, and that if a word spelling differs in pronunciation, its vowel or consonant can be determined by a rule. If students 'oral speech is well developed and all sounds and words are pronounced correctly, of course, written speech will also be fluent and understandable.

The main part. There are ample opportunities to develop students 'speech in practical work with word structure. For example, the teacher gives an example of some pairs: *uy-uycha, ko'lyak-ko'lyakcha, qo'zi-qo'zichoq.* We then ask the students, "Since these pairs are so close in meaning, can they always be used interchangeably in our speech?" The teacher gives examples to avoid mistakes without waiting for the answer to this question that has puzzled the students:

Kattakon uycha qurdik. Karim kichkina ko'ylakchasini kiydi.

Teacher explains to the students that it is not a "big house" but a "little shirt". Another example: the teacher writes an example on the class board in advance and asks them to choose the appropriate one from the words given in parentheses: *Oz-oz o'rganib ... bo'lur(dono, yaxshi).*

This comparison draws students' attention to the fact that a small additional task is able to give pure grammatical work not only a verbal but also an educational direction. Attention to the word, fostering an interest in its proper use, builds respect for the mother tongue.

In the following steps, in order to strengthen the skill of finding the base of the word, the teacher gives the following sentence as an example for analysis: *Bog'imizda gullar gulladi.*

In doing so, the teacher tells the students that there is a mistake in the sentence and gives them the task to find them, to show the reason, to find the word that caused this mistake. Then the repetitive words are separated and the mistakes are corrected: *gulladi-ochildi.*

The following conclusions can be drawn from the analysis:

1) the use of words with the same basis side by side or close leads to speech error;

2) care should be taken to avoid such an error in speech.

This type of exercise not only develops students 'speech, but also develops in them the ability to find the basis of words.

Grammatical forms of words, syntactic phenomena can also be of great expressiveness and significance in literary texts. Text analysis should take into account the specifics of the author, characters, and narrator's speech.

Speech culture is manifested in correct speaking and writing without violating the generally accepted norms of literary language. After all, properly spoken or written speech affects a person's consciousness and emotions.

The understanding of the lexical meaning of words by students is one of the important tasks related to speech development, and in the next stage it is effective in working on a word that has a certain lexical meaning in the sentence. Experiments have also shown that it is important for primary school students to remember as many antonyms as possible.

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In general, ways to increase students' vocabulary at the expense of contradictory and synonymous words can be as follows:

1) in the process of introducing students to a new word, not only to explain its lexical meaning, but also to strengthen the lexical analysis by finding antonyms where possible;

2) to determine the lexical meaning of familiar words when finding synonyms (synonyms).

An increase in the amount of contradictory words in students 'speech automatically means that their speech is qualitatively enriched. Creating a series of words that express opposite meanings according to the degree of their manifestation allows students to master how words are expressed in contrasting events. This will no doubt help them to improve their speech. For example:

1) _very good - just good - not bad - very bad;_

2) _courage - courage - bravery - heroism - indecision - cowardice - evil - very cowardice;_

3) _happy - cheerful - sad._

By analyzing a series of such original and presumably contradictory words, students realize that synonyms and antonyms are closely related in speech. As a result, they gain a deeper understanding of the meanings of concepts such as "from courage to cowardice," "from joy to sadness."

This means that students' ability to use selected words can be shaped by working on the text. In this case, in the analysis of the content of the works, which are examples of antonyms in the speech, the readers are given, for example, contradictory sentences, the part in which they participate

It is recommended to express the meaning of these words.

Working with proverbs where contradictory words are widely used is also important in this regard. For example, in the 1st and 2nd grade textbooks, it is possible to organize different works on the following articles, to explain the meaning of the articles by finding the opposite words in them:

Avval o'yla, kelin so'yla. [1].

Yaxshilik nur keltirar, yomonlik - zulmat. [1].

Yaxshi do'sting kuldirar, yomon do'sting kuydirar. [1].

Getting acquainted with different articles and memorizing them is one of the important factors for enriching and developing speech for students. The teacher should not simply emphasize words with opposite meanings, but explain why they are used in the text of the proverb.

In improving the speech of primary school students, speech patterns, a system of work to understand and recreate their expressive abilities are of great importance. The teacher can create different grammar exercises using the opposite words:

1. Copy the opposite words. Make and write sentences with some words.

Example: _Mehnatsevar - dangasa._

Example: do'st (who?) - dushman (who?)

       oq (how?) - qora (how?)

3. Copy the phrases, underline the opposite words. For example: _oson ish - qiyin ish, uyga kelmoq - uydan ketmoq._

4. Copy the phrases. Underneath the adjectives that make the opposite sense

draw: _aqlli bola - aqlsiz bola, tuzli ovqat - tuzsiz ovqat._

5. Copy the phrase. Underline the suffixes that represent the opposite direction: _uyga bormoq - uydan kelmoq._

Such exercises help to master the opposite words (antonyms) as a linguistic phenomenon. In doing so, students work not only with antonyms, but also with meaningful suffixes. As a result, their way of thinking improves. Students not only classify the word according to its content, but also identify the relationships between the relevant affixes. Grammar-speech exercise material is also important for spelling skills. In general, working on words with opposite meanings will help students to fully master speech practice.

Text of students in primary school textbooks "Mother tongue"

further development of composing skills, the use of connecting means between sentences, exercises that serve to form the ability to distinguish a text from a set of sentences on a topic are not enough.

From the very first lesson, the teacher introduces students to the concept of "text" and focuses on developing their ability to identify a ready-made text topic by explaining that the text is a unit of subject matter. The teacher states the conclusion that sentences should be text only if they have a general meaning.

In this way, the notion that the subject unites the sentences into the text is general. Students will learn that each sentence in the text is interconnected and relative to a single topic.

Students are asked to copy the text on the card provided, put a full stop at the end of each sentence, and identify the topic of the text.

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The meanings of words are summarized after the work of the analyzed dictionary: 1) in the text the sentences are connected according to the content; 2) there is a certain order of sentences in the text, which cannot be violated; 3) Each sentence in the text is complete in content and has its own boundaries.

After that, the text is worked on integrity and students 'attention is focused on the words in the text. In this process, students are required to develop the ability to perceive words whose meaning is unknown, to help them choose the right word in the text, to develop the ability to compare it with the main idea. In order to strengthen students' ability to perceive unfamiliar words, it is necessary to achieve a continuous supply of speech development exercises and assignments by working with the text in each lesson. Therefore, it is important to organize such work from the very beginning of literacy training

3.DISCUSSIONS AND RESULTS.

Each stage of continuing education provides a solution to a specific task. Literacy training is one of the key stages in understanding the sound nature of speech. In this regard, a preschooler is interested in analyzing the sound content of a word. Although the child can distinguish some sounds, he cannot analyze them independently in word structure. Therefore, the implementation of such an analysis during the literacy training period creates a new stage in the understanding of sounds.

It should be noted that although there is interest in the analysis of the sound content of speech, there are also students who do not have the skills to analyze the sound content of words. This is undoubtedly a consequence of the fact that the specific sensitivity to the sound content of speech, which is formed in the preschool age, is not developed.

When conducting speech development activities, it is first necessary to determine how well each student's speech has developed. In this regard, the following should be considered: students should be able to speak loudly and fluently; be able to answer questions fully; be able to tell a story based on a picture; be able to compose a story using given words; be able to retell the content of the text in their own words.

The first week of education - From the pre-Alphabet period, first graders 'attention is focused on sounds, syllables, words and phrases. Students are told that their speech is made up of sentences, idioms, word syllables, syllable sounds. For example, working on a speech begins with getting acquainted with the current "Alphabet" and the pictures on its first pages, composing a sentence on the topic given by the artist. For example, when students see a picture of a school building and the teacher and children depicted in front of it, students compose a verbal text: "The children came to school. They are beautifully dressed. The students congratulated the teacher.

Of course, not all students can compose such a text in the beginning. At that point, their attention is drawn to some details in the picture with guiding questions. In the first lessons, in addition to the "Alphabet", it is observed that the demonstration of large-scale color reproductions gives good results. For example, because almost all students know about Independence Square, showing a picture of it provides an opportunity for a detailed and emotional story. However, in later connected speech development classes, it is helpful to show students pictures depicting familiar places, rather than a picture of a city or field landscape. Only then do students expand their imagery into a grammatical form of their observations and thoughts, beginning to narrate with interest the details of the landscape that are not reflected in it.

Throughout the story of a 1st grader, attention is paid to making pauses between sentences without his or her utterance. In this way, students gradually develop an idea of speech and speech. In the following lessons, sentences are selected and they are divided into words. Typically, a sentence of 2-3 words is chosen for such an analysis. As a result, students learn to analyze speech content from the earliest lessons. Observations have shown that working in this way is of great importance for the post-literacy process.

Various analogies can be discussed in primary school reading by reading a work about winter: In Shukur Sadulla's poem "Winter" [3] _"Qish emas, u - qorbobo", "Mehmon bo'lib keldi qish", "Suv sovqotib kiygan muz", "Dala-dasht - oppoq gilam", "gul bahor"_ such analogies are described in great detail. The essence of the analogies in the poem During the analysis, the textbook "How does the poem describe winter?", "What does the poet liken the snow-covered earth?" In addition to questions such as "Why does the poet liken the coming of winter to a guest?", "How do you understand that the steppe resembles a white carpet?" opens with questions such as. Such questions enliven students' perception of the natural landscape and the mood of the poet, teach them to compare the natural landscape with the artistic image in the poem.

In reading lessons, this approach is accompanied by exercises aimed at expressive (artistic) reading. Artistic reading is also a method of teaching, in which a literary work or dramatic piece is read by the teacher or student to the audience with an artistic-affective perception to reveal the essence of the work [4].

In the process of expressive reading, students are told that logical emphasis is placed on both the word expressed and the metaphorical concept. Then the analysis of similar sentences and their expressive reading begins.

Students learn the specifics of a text by comparing any text with unrelated sentences. The work on the text not only develops students' spelling literacy, oral and written speech, but also serves to develop their independent thinking skills. For example, in the process of working on the text of the fairy tale "Yaxshilikka yomonlik" ("Evil to Good") [2] included in the textbook for 2nd grade, students' vocabulary is enriched by interpreting the meanings of the following words: *sahro* - a place where no grass grows, consisting of sands, desert; *safar* - to travel to the world; *to'rva* - a container, a bag; *mojaro* - war, quarrel, dispute.

After the dictionary work, students are directed to think logically through questions about the content of the text *(How does a person come to the desert? Why does a snake want to kill a person? What do you mean by good and evil?).*

The following creative works can be used in the process of working on the text of the fairy tale:

1. Memory training exercise. The teacher hangs an exhibit with the following text on the board and tells the students to read the text carefully and memorize it: "A man sees a snake in a fire in the desert. He rescues the snake. The snake wants to do evil for good. Then the passing fox uses a trick. The snake will die. "

You will then be given the task of writing the text verbatim. Such assignments help to develop memory and provide a convenient opportunity for faster assimilation of text content.

2. Exercise to compare texts. Students will be shown two separate texts. It is advisable that one of these texts be relevant to the topic covered. For example:

1-text.

EVIL TO GOOD

One man set out on a journey and saw a snake lying in a fire in the desert. He rescued the snake, but the snake tried to do evil for good. Then the passing fox used a trick. The snake is dead.

YAXSHILIKKA YOMONLIK

Bir kishi safarga chiqib, sahroda olov ichida to'lg'onib yotgan ilonni ko'rib qolibdi. U ilonni qutqaribdi, lekin ilon yaxshilikka qarshi yomonlik qilmoqchi bo'libdi. Shunda o'tib ketayotgan tulki hiyla ishlatibdi. Ilon halok bo'libdi.

2-text.

GOOD FOR GOOD

A man was walking on the road when he saw a stork with damaged wings remained. He brought the stork home and treated it. The stork thanked him and flew away. One day the stork came back and left the man a precious jewel.

YAXSHILIKKA YAXSHILIK

Bir odam yo'lda ketayotib, qanotlari shikastlangan layakni ko'rib qolibdi. U laylakni uyiga olib kelibdi va davolabdi. Laylak rahmat aytib, uchib ketibdi. Kunlardan bir kuni laylak qaytib kelibdi va u odamga qimmatbaho gavhar tashlab ketibdi.

Once students are introduced to both texts, they are directed to independent and logical thinking by comparing their differences, protagonists, and system of events.

3. Independent creative text writing exercise. In doing so, the teacher writes the main part of the text on the board and instructs the students to continue independently and compose a complete text. For example: *"Bir kishi ovga chiqibdi. Yo'lda ... ".*

One of the laws of speech acquisition is the need for thought mechanisms to work in order to master the meaning of a word. The proposed methods, on the other hand, require the reader to trigger the idea using internal speech. Apparently, thinking is not only used to master the concept, but also affects the grammatical construction of students 'speech

4.CONCLUSION.

In short, in the preparatory phase of literacy teaching, the harmonious unity of oral speech and graphically described speech begins. This makes it easier for students to later transition from oral to written speech. Therefore, attention should be paid to the development of related oral speech in each literacy lesson. Such lessons not only help to develop oral speech, but also to increase students' vocabulary and thinking skills. Mother tongue lessons have ample opportunities to link grammatical-spelling material with the formation of speech culture. Organizing such work not only ensures the formation of the necessary skills for speech development, but also arouses interest in learning the native language, respect and love for it.

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