



 Research Article

WAYS OF WRITING STATEMENTS IN THE DEVELOPMENT OF WRITTEN SPEECH OF PRIMARY SCHOOL STUDENTS

Submission Date: September 15, 2022, **Accepted Date:** September 25, 2022,

Published Date: September 30, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-09-06>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Abdurakhmanova Dinora Yusupovna

Teacher, Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

This article focuses on the process of preparing primary school students to write an application, the mistakes students make when writing an application, and the process of their analysis.

KEYWORDS

Types of written speech, statement, statement review statement, creative statement, introductory interview, statement text, the title of the statement, the conclusion.

INTRODUCTION

An essay is a written retelling of the content of a read text after some preparation. Working on the text in reading lessons, answering questions on the text read, drawing up a plan, oral repetition according to the plan prepares children for writing a statement.

There are many types of storytelling. A story can be written about any retold text, but writing a story is a difficult and complex activity compared to retelling. In addition, the writing speed of younger students is low, so a short essay for utterance is selected with a simple and linguistically adequate text.



Narration is one of the main types of written work, which is a creative work that consists in retelling the content of the text to students in their own words.

The report is divided into two types: overview report and creative report.

The act of verification is carried out to determine the knowledge, skills and qualifications acquired by students after passing certain sections of continuous courses of their native language. In this presentation, the student retells the content of the text in writing. This type of utterance tests the student's ability to apply the knowledge gained in their native language classes in practice.

A creative statement differs from an examination one in terms of the student's creative approach to the content of the selected text. In this case, the student adds descriptive elements to the text and writes a statement, continuing the story started by the teacher.

There are the following types of creative expression:

1. Imitation of a letter.
2. Write a statement including image elements.
3. Write an application by starting.

This type of work prepares students for writing an essay, develops a positive attitude in the text.

When choosing a statement, the teacher is guided by the following requirements:

1. The type of statement is determined depending on the level of knowledge of students.
2. The content of the text should be convenient for students.
3. Work on the narrative should be closely related to other activities aimed at developing coherent speech of students - writing, retelling, creative tasks. Then the

effectiveness of training aimed at implementing the requirements of the program will increase again.

In the process of writing a narrative, students will deeply understand the theme, content and main idea of the work. It helps to improve speaking skills. Students apply their knowledge of grammar and spelling in practice, new words and phrases appear in their speech, they acquire the ability to present the material independently and coherently. In this regard, storytelling plays an important role in shaping students' writing skills.

The student's statement must be at the required level in terms of content and correct writing. It is best to start teaching students to write their own thoughts as early as possible (retelling the text they have read). To do this, students are taught to write a sentence, then write parts of the text, and from the 2nd grade - write a statement based on a specially selected short text.

Students are encouraged to write the sentence in the following order:

1. Introductory interview.
2. Read the text of the statement.
3. Conversation about the content of the text.
4. Read the statement twice.
5. Determine the main idea in the text.
6. Plan the content of the text and write it on the board.
7. Vocabulary work.
8. Write a statement to students.

Class 2 uses the following 2 types of statements

1. Write answers to questions.
2. Drawing up a plan in a team, writing a plan on the board, and based on this plan, students write an



independent statement - the first statement in the class consists of writing answers to questions, and writing a statement - by writing answers to questions.

In the 3rd grade, students' understanding of storytelling expands significantly. They draw up an independent plan and write an application based on this plan. The plan for writing statements for the first half of the school year is mainly drawn up in a team. From the second semester, an independent plan is required.

In the 4th grade, students write a statement on their own. The application must be written with a plan. A clearly structured plan provides coherence and logic of presentation.

There should be at least 3 story plans. The abundance of the plan should not frighten the reader. The wider the narrative plan, the wider the reader will have the opportunity to reveal the topic. Narrative plans can be a maximum of 5.

The writing of the application should be divided into 3 sessions.

Lesson 1 introduces the topic and text of the statement. According to the text of the speech, a discussion will be organized, the opinions of students will be analyzed. A story plan is being drawn up. The students are explained what to look for when drawing up a plan.

When drawing up a plan, the student should pay attention to the following conditions:

- a) first of all, we pay attention to the content of the text and its leading idea;
- b) draw up a plan through sentences that clearly and fully express the idea of each new content in the text;

c) the plan should be short and concise, but with a broad meaning. (sometimes it can be in the form of a phrase);

d) the topic (title) of the text is not included in the plan;

e) "Conclusion" is not written in the last plan, and an opinion summarizing the content of the statement is written in the form of a sentence.

In lesson 2, students write and complete the statement according to the plan.

At lesson 3, the result of written work will be announced, that is, students' assessments for written work.

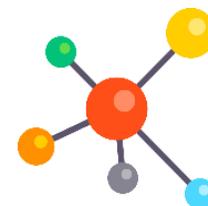
The mistakes made by each student in the written work are mentioned one by one. Thus, the analysis of written work is carried out.

When checking the statement, errors are detected as follows:

1. In case of stylistic errors, the letter "w" is put in the error field.
2. For spelling errors in the margins of the notebook, a mark "" is put.
3. A "v" mark is placed on the margins of the notebook for typos.

1. The following errors are methodological errors.
a) If the sentence is constructed incorrectly. Example: Navoi's poems are instructive for us. (Navoi's poems are of great educational value for us).

b) if incorrect information is given about historical events; sometimes such cases are observed in students. Example: Before gaining independence, the Uzbek people did not have their own language. Wrong phrase! However, our people have been fighting for the purity of their language and its development since time immemorial.



Correct phrase. Prior to granting the status of a state language, little attention was paid to our native language.

c) When the possessive and participle do not agree in person-number. Example: I went for a walk with my friend. (I went for a walk with my friend).

d) Wrong use of adverbs. Example: My country is my pride. (My country is my pride). We brought the holiday to the city. (We spent our vacation in the city).

e) If he uses a word without understanding its meaning, often when creating a creative text, students use the phrase “not in vain” in the form “not in vain said”.

e) if one of the words is missing in the sentence; For example: The pickers took it without leaving it in the crotch. This sentence omitted the word "cotton" and made a stylistic error, that is, this sentence should be written in the form "The pickers picked the cotton without leaving it in the groin."

The following errors are considered spelling errors.

a) does not write words according to the rules of spelling; including the replacement of words with consonants x and z, words with vowels y and o, i.e. writing the vowel o instead of and and the vowel y instead or so. Changing the voiced and voiceless consonants into z is considered a gross spelling mistake.

b) Do not put a hyphen when writing pairs of words;

c) write prepositions with a hyphen, without separating them from words;

Although it came, it came, you went, you went, I told you, I told you, etc.

d) If compound words are not written according to the spelling: Three-vertex phrase; Uchtepa-toponym,

compound word; white bird-white bird, phrase; Swan - the name of a bird, a compound word;

e) If the tutuk sign is omitted in words with the tutuk sign, then this means to treat, make claims, make complaints; a castle is a tall, solidly built structure;

f) If words written with a capital letter are not written according to the spelling rule: first name, surname, nickname, toponyms, names of reservoirs are not written with a capital letter: rustam-rustam, cholpon-cholpon, Samarkand-Samarkand.

g) If the letter combinations Ng, h, sh are copied from line to line: jaran-gdor-jarang-dor; pesh-animal-peshayvan; scattered-so-scattered.

The following errors are pointing errors.

a) after the end of the sentence, if the sign (speech, question, exclamation) is not put based on the content of the sentence;

b) b) If a comma is not placed between simple sentences in a compound sentence (often when expressing the 1st simple sentence with the participle-sachar mood or adverb forms -b, -ib, -gach, -kach, -kach or time and when using suffixes of the facial number and expressing successive events);

c) c) if a comma is not placed between conjugation sentences;

d) d) If the imperative mood is at the beginning of the sentence, then in the middle of the sentence, on both sides, when it is at the end of the sentence, if there is no comma before the imperative mood (Son, have you done your lesson? Today, dad, let's go to the theater? Did lesson, son) lim?);

e) e) When introductory words are at the beginning of a sentence, after them, when they are in the middle of a sentence, if there is no comma before the introductory word (Of course, I will go with a



friend. It will probably rain tomorrow, today I will certainly go to class);

f) if, when writing a statement, a colon is not put after the word plan;

g) If a dot is placed after the title of the statement or text.

Reminder. Monotype errors are errors associated with a specific grammatical event, as well as with spelling, sign and stylistic rules. All errors of the same type are considered one error and serve as the evaluation criterion.

For example, if a student incorrectly used a demonstrative suffix three times in a statement, one stylistic error is counted:

- if a student writes a word at the beginning of a sentence in lowercase letters in three places, since this is the same grammatical event, then this is all one spelling mistake;

- if the student made six typos when writing introductory words, they are all considered one spelling mistake;

- if a student wrote x instead of five characters, then this is all one spelling mistake.

The size of the statement is determined as follows in the classes section. The number of words in the text: for grade 2 (30-40 words) write a statement based on questions in the text with the help of a teacher, for grade 3 (40-60 words) the content of the text is compiled on command 3- Writing a statement according to 5 plans, and writing a statement according to a self-composed plan (70-90 words) in the 4th grade.

1. Umarova M., Nabieva M. Collection of statements (for teachers and primary school students) T.: "Niso Polygraph", 2013.
2. Matchon S. Gulomova Kh, Bakiyeva Kh, Kholboeva G, Methods of teaching mother tongue in primary school. T.: "Reliable partner." 2021
3. Journal of Primary Education Issue 3/2021

REFERENCES