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## METHODOLOGY OF WORKING ON ELEMENTS OF SYNTAX AND PUNCTUATION IN PRIMARY CLASSES

**Abstract:** One of the important tasks of the lessons of mother tongue in primary classes is the formation of the ability to use the sentence consciously when expressing thoughts. In this article, we will talk about the methodology of working on elements of syntax and punctuation in the primary classes.

**Key words:** syntax, punctuation, native language classes in primary classes, methods of working on the elements of punctuation, morphology and lexical, phonetics, and orthography.

**Language:** English

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### Introduction

In primary classes, the knowledge given on syntax is divided into practical and theoretical knowledge. The practical study of knowledge on syntax begins in the period of teaching literacy and is continued even in the 4th grade. In the elementary class, the topics "sentence", "interrogative sentence", "command sentence", "emotion sentence", "simple sentence", "sentence fragments", "organized sections of speech", "exclamation points" are studied theoretically. On these topics, various exercises are performed.

Since morphology and lexical, phonetics, and orthography are mastered on the basis of syntax the work on the sentence in the study takes a central place. Speech is the main unit of speech, and students of primary classes learn the role of nouns, adjectives, numerals, pronouns, verbs, and their significant categories in our language on the basis of speech. Students also master the native language vocabulary on the basis of a sentence. The lexical meaning of the word and its derivative properties will be known in the word combination or sentence. The word will have one meaning in the sentence (it can express several meanings outside the sentence).

Methodist scientist T.G.Ramzayeva will be in five directions conditionally to work on the sentence in the primary classes:

1. Formation of the grammatical concept of the sentence (teaching the important signs of the sentence, which is the unit of language).
2. Teaching the construction of a sentence (work on the connection of words in a word combination, the grammatic basis of the sentence, the characteristics of the head and second-level parts, work on the declension and plural sentences).
3. Formation of the ability of students to use types of speech according to the purpose and tone of speech.
4. Ability to clearly apply words in a sentence.
5. In a written speech, the formation of the skill of correctly composing and writing a sentence (starting with a capital letter, putting punctuation marks).

These five directions of the work interact with each other, and each of them is discussed independently, with the aim of studying some aspects of the sentence. The formation of the skills for the study of speech and its use in speech is based on the continuous enrichment of the specific knowledge of students. If the reader knows what is new, then the need to report this news is born. He is looking for a

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more convenient form to express his opinion. Hence, from the demand for communication arises the need to perfectly master the sentence.

The topic " Gap " is studied in all classes. Knowledge of the signs of the sentence is deepened. Students move from the elementary idea of the sentence to the study of the main and secondary parts of the sentence, the connection of words in the sentence, the organized parts of the sentence - the unit of speech that expresses a thought.

The initial stage of working on the sentence corresponds to the period of teaching literacy. During this period, students are introduced to the important features of the sentence (expression of thought, pronunciation with a completed tone). Without knowing these features of the sentence, one can not formulate a sentence from words. If the pupils can not distinguish the head parts of the sentence, they do not know that a sentence is a holistic unit of speech. Possessive and fractional form the basis of the construction and content of the sentence. Therefore, it is better to conduct observation on the headpieces of the sentence in the period of teaching literacy.

As you know, the puncture is the sum of the rules for the use of punctuation marks.

"Punktuatsiya is also considered to be one of the important means of communication between people like writing."In the 2 primary classes, four punctuation marks are taught: a dot, an interrogative, an exclamation mark at the end of a sentence, as well as rules for the use of commas in organized, exclamation sentences. Despite the low number of punctuation marks that are taught in the primary classes, it is necessary for the teacher to regularly work on punctuation marks in each class.

When introducing small-age students with punctuation marks, the teacher first shows their use and position in written speech. Understand that the punctuation mark is important to express the idea correctly, understandable to others. For example, a holistic text that is not separated into sentences (with no punctuation marks) is taught in order to elementally familiarize with the role of the point; students are convinced that it is difficult to read such a text and understand its meaning.

Punctuation is based on the semantic, syntactic, and intonation rule. These three bases interact with each other. The letter is based on the content of the thought, which the writer will first describe when putting a punctuation mark. The content side of the speech also affects the construction of the sentence. Therefore, in teaching students the application of punctuation marks, it is based on the semantic-syntactic principle that determines the application of punctuation marks in a sentence.

Students of the 1st grade are introduced to practice with point, interrogative, and exclamation marks as soon as they teach literacy. Even if the

children do not read the" alphabet", they make a sentence by looking at the picture.

The teacher explained to them that in pronunciation one sentence is separated from the other by a pause, at the end of the sentence the sound decreases. Children, according to the instruction of the teacher, divide 3-5 sentences of small text into sentences and make sure that the pause (pause) between them helps to better understand the content of the story. They begin to learn how to pronounce the sentence correctly. This creates a meaningful and intonational basis for acquaintance with the introduction of a point to the end of the sentence. To prepare children for reading the sentence in advance, a drawing is used. For example, children compose a sentence, count the words in it, and them with lines under the guidance of the teacher.

The teacher understands the following content:

- In oral speech, we distinguish one sentence from the other by a pause (pause) (indicating each sentence as an accent). In books, gazettes, a separate sign - the point is used to indicate the end of the sentence, the need to lower the volume, and pause.

After a few lessons, the pupils begin to read the sentences. They understand that the point is a lowering, pausing character. When composing a sentence from a cross-section of letters, of course, point Cards are used. When students write a sentence, the teacher reminds them to put a point, examines the case. If a point is not placed at the end of the sentence, it is considered an error. Students explain why it is necessary to put a point with the help of a teacher. In this way, the ability to put a point at the end of the sentence is formed.

Interrogative and exclamation marks are also introduced in the period of teaching literacy. Children read the sentences stating the content of the request. Students are taught to read such sentences with the observance of the tone, that is, with an increase in the volume at the end of the sentence. The content and intonation of the sentence require an interrogative sign. To put an exclamation mark is connected with the fact that the students express the emotion of the sentence and read it in a separate tone.

In the process of studying the topics of the "sentence" section in the 2nd grade, students receive theoretical concepts about the point, interrogative, and exclamation mark.

And in the 3rd grade, the theoretical concept of punctuation marks is deeply studied. Since that time, students begin to understand that punctuation marks are placed at the end of the sentence on a syntactic basis.

It is taught to put a point in connection with the study of the subject of" Darak sentence", to put an exclamation mark in connection with the study of the subject of" interrogative sentence "and to put an exclamation mark in connection with the study of the subject of" exclamation sentence".

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In the 4th class, students will get acquainted with the task of commas in the sections connected with the counting tone when the topic "organized parts of speech" is studied. The teacher shows how to give a tone in a semicolon and a comma with a comparison by reading two sentences. For example, we learn our native language with love (at the end of the sentence the sound decreases, pauses). I, Ra'no, Alisher are also learning in love with other languages (I, Ra'no, after the words Alisher, the sound decreases a little, the continuation of the message is felt).

Students will also learn how to practice the use of commas in conjunction with the words but, in the context of an organized fragmented sentence.

In the elementary classes, students are practically acquainted with the use of dashes and two points by performing various exercises. During the period of teaching literacy, the teacher draws the attention of the students to the use of a comma, a hyphen, two points, teaches to observe these punctuation marks when reading the text. For example, apples, cherry, pear - fruit. The book is a spring of knowledge.

When performing the exercises of grouping words in the lessons of mother tongue, the teacher practically acquires 1-grade students with the laying of dashes and two points. The teacher shows that

before the specified words listed with specific examples, two points are put, each word is allocated with a comma. Bunda students say the name of the punctuation mark, the teacher begins to use them gradually, even if they do not remember. Before writing the text, the punctuation error is also picked up. Thus, the teacher develops a punctuation awareness in the students.

In order to fully integrate the rules of the use of punctuation marks into the students, to teach them the conscious use of punctuation marks in their place, exercises such as syntax-punktuatsiya analysis, putting the appropriate punctuation marks of the text in which punctuation marks are lowered, highlighting dictation, explanation, and interpretation of the use of punctuation marks in the essay are used.

Linking native language lessons with reading lessons is one of the methodological conditions for working on elements of syntax and punctuation. In these lessons, students learn expressive reading, clear use of the word, the correct formation of their own thoughts grammatically, based on their knowledge in the field of syntax. Thus, elementary schoolchildren's elementary knowledge of speech provides for the conscious use of speech in both oral and written speech.

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