

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 06 Volume: 86

Published: 30.06.2020 <http://T-Science.org>

QR – Issue



QR – Article



Gulchehra Said-Abdullaevna Maxmadieva
Termez State University
Lecturer

THE PROBLEM OF FORMATION OF PUNCTUAL SKILLS IN SCHOOL STUDENTS

Abstract: The article deals with the problem of formation of punctual skills in school students.

Key words: education, personality, speech.

Language: English

Citation: Maxmadieva, G. S.-A. (2020). The problem of formation of punctual skills in school students. *ISJ Theoretical & Applied Science*, 06 (86), 763-767.

Soi: <http://s-o-i.org/1.1/TAS-06-86-143> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.06.86.143>

Scopus ASCC: 3304.

Introduction

The main goal of training, education and development is the formation of a person's personality as an active and intellectually developed member of society, a physically and spiritually rich person, capable of independent implementation in society. The main characteristic of a personality is its speech behavior, and the main skill is the ability to communicate; This skill develops as a result of the development of communication and thinking, which forms the basis of educational activity and determines the priority position of the disciplines of the humanitarian cycle in the educational process. The wealth, diversity, evidence of speech - these are indicators of the same properties of thinking, a generalized ability to build speech statements and texts. This generalized skill among future philologists is formed primarily when studying a lexicology course.

Methodology

Punctuation (lat. Punctum - period) - a system of graphic non-alphabetic characters (punctuation marks), which together with graphics and spelling form the main means of the written language. The main purpose of punctuation is the division and graphic organization of written (printed) text.[1]

Punctuation is closely related to such a section of the Russian language as syntax. And the syntax (Greek syntaxis - compilation) is a section of grammar that studies sentences and a combination of words in

a sentence. Based on grammar, Russian spelling and punctuation are developed. The basic unit of punctuation is the punctogram. This concept is associated with the designation by graphic means of the division of written speech into sentences, sentences on its parts, showing the relationship between members and parts of the proposal. [2]

Punctuation marks or their absence, a combination of punctuation marks are used as graphic means. A punctogram is the correct use of punctuation marks (or its absence) in accordance with the rules or traditions, a specific case of the use of the punctuation rule. A correct understanding of the definition of a punctogram creates the scientific basis for the formation of punctuation skill. With its help, students are better aware of the systematic nature of the study of punctuation, the essence of not only the rules themselves, but also the groups of rules that serve this or that syntactic structure; understand the difference of such concepts as punctuation, punctogram, punctuation rule.

Thus, for the formation of students' punctuation skills, it is necessary to build a school punctuation course in terms of its phased study and stepwise examination of each punctogram separately.

The emergence of punctuation as a section of linguistics was due to the evolving needs of written communication. Even in ancient European manuscripts, individual punctuation marks were noted, especially the dot (and combinations of points), as well as the colon, comma, and semicolon - they are

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

directly used (in addition to indicating the word boundaries in texts without a space) as a punctuation mark. The beginning of the scientific study of Russian punctuation was laid by Russian grammar M.V. Lomonosov (1757). The further development of the science of Russian punctuation reveals, on the one hand, the influence of the logical theory of syntax K.F. Becker.[3]

The Russian language is characterized by 10 punctuation marks. And we are actively using all of them. At school, 10 punctuation marks are studied. Classes of punctuation marks are associated with the division of a sentence: 1) identical in the position of the middle of the sentence (;, -: ... in the function of breaking the sentence); 2) paired (double comma and double dash, brackets and quotation marks) classes of punctuation marks are associated with the division of the text; 3) single at the end position of the sentence; and 4) paired (brackets and quotation marks). The ability to belong to more than one class is distinguished by the group of universal punctuation marks (ellipsis, brackets and quotation marks). Punctuation marks are used to separate sentences from each other in the text, to separate and highlight semantic segments in a sentence.[4]

They are divided into three groups:

1. Punctuation marks: period, question and exclamation marks. They are used to: 1) separate each proposal from the subsequent one in the text, and 2) to draw up a separate proposal as completed. The choice of one of four separate characters is determined by meaning and intonation. (Are you still alive, my old woman?) S. Yesenin.

2. Punctuation marks. These include; -, . They serve in a simple sentence to indicate the boundaries between homogeneous members (,:), in a complex sentence, to separate simple sentences that are part of it. The choice of punctuation marks is determined by morphological, syntactic, semantic and intonational conditions. (Nuclei roll, bullets whistle, cold bayonets hang) A.S. Pushkin. 3) Highlight punctuation marks. They serve to indicate the boundaries of those semantic segments that complicate a simple sentence (calls, introductory words, phrases, sentences, isolated secondary members), as well as direct speech (,,) - (-) ! (:) - are used together. The selection of punctuation marks is determined by syntactic, semantic and intonational conditions.

The peculiarity of the punctuation system of the modern Russian language is the multifunctionality and polysemy of punctuation marks. So, a question mark indicates the end of a sentence and the expression of a question, primarily a logical one. But, a question mark can be expressed - surprise, bewilderment, affirmation, joy, question. It can be one of the means of design, reasoning, reflection, with the help of question marks can be expressed and other numerous semantic and expressively - stylistic shades.

The ambiguity of punctuation marks is manifested in the context, as is the ambiguity of the word. But the meaning of words is realized in the context, and punctuation marks, on the contrary, determine the meaning of the context. This is especially evident when comparing sentences with the same lexical occupancy.

-Yes. - Yes! - Yes? - Yes!?! - Yes...

In the text, the punctuation mark is involved in the system of visual and expressive means. And for the text to sound correctly, punctuation analysis must become an integral part of linguistic analysis.

Punctuation has its own principles, there are four of them.

1. The structural-syntactic principle states that punctuation is involved in the construction of sentences and text. A point is a signal of the end of a sentence, a comma separates homogeneous terms, emphasizes circulation, separates the subordinate clause from the main one. Colon, dash, quotation marks, brackets, paragraph mark, font differences and other characters perform their structural and syntactic functions.

2. The syntactic principle is leading and basic in high school, where a full course of syntax is studied. In primary school, it is represented by only a few general topics.

3. The semantic principle involves the punctuation of the writing of the writer's thought itself, its shades: the incompleteness and uncertainty of thought captures the ellipsis; dash - contrasting or abrupt transition from one event to another; quotes mark the speech of actors.

4. The intonation principle involves the assimilation of punctuation as a means of conveying the shades of voice, the basis of such training is expressive speech. The point reflects the intonation of the completeness of thought, the end of the sentence, followed by a pause. Peculiar interrogative, exclamatory intonations, as well as voice transmission of uncertainty. There are known intonations of enumerative, distinguishing, contrasting, intonation of incompleteness or, conversely, completeness of thought.

Until recently, unilateral views on the basis of Russian punctuation prevailed: some scholars recognized punctuation as intonational, others saw it as a semantic principle, and others as syntactic. Now, the distinguished principles of punctuation indicate different facets of the same grammatical phenomenon, forming a complex system of using punctuation marks. A.I. Gvozdev argued, "Punctuation marks denote such generalized meanings as expressions in syntactic structures (constructions) get, so the connection between punctuation and syntax is established" .[5] Modern punctuation rules (punctuation norm) take into account, as a rule, the structure of a single sentence.

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

The use of punctuation marks in a letter for the division of communicative units into segments that have logical and objective meaning is governed by certain factors (provisions), called the principles of punctuation. Russian punctuation is based on three principles: semantic (or logical), syntactic (or grammatical) intonation. Semantic (or logical) (F.I. Buslaev) - punctuation has a dual purpose: 1) contribute to clarity in the presentation of thoughts, separating one sentence from another or one part of it from another, and 2) express feelings of the speaker's world and his attitude to listening ".

Syntactic (or grammatical) (I.K. Grot) - using punctuation marks " a greater or lesser connection is established between sentences, and partly between sentence members ", conditions are created to facilitate the reader's understanding of written speech. And the intonation principle (L.V. Shcherba) - punctuation marks indicate phrasal intonation.

Punctuation tasks: determine the place for the punctuation mark (s) and select the required punctuation mark. Neither intonation nor semantic principles can reliably determine the place of the punctuation mark (s). This task is confidently solved by the syntactic (grammatical) principle.

A punctuation norm is the use or non-use in writing of a character or punctuation marks in a sentence and text, legalized by a special rule. The punctuation-semantic segment in different positions can be distinguished by different punctuation marks, normatively fixed in the corresponding rule. Punctuation marks. To highlight semantic segments in oral speech, intonation (rhythm-melodic) is used, and in writing, special graphic means called punctuation marks are used, which are divided into sentence (comma, parentheses, etc.) and text (paragraph indent, line under the page text to separate it from a footnote, etc.). Some punctuation marks (period, question mark, exclamation mark, ellipsis) play a dual role: they are used both in the sentence (in the completion function) and in the text (in the separation function). Conditions for setting and selecting the punctuation mark (s). The choice of a place for a sign and the choice of a necessary sign are determined by grammatical, semantic and intonational (rhythm-melodic) features of the semantic segment, which are called the conditions of the punctuation rule.

A punctuation norm is the use or non-use in writing of a character or punctuation marks in a sentence and text, legalized by a special rule. The punctuation-semantic segment in different positions can be distinguished by different punctuation marks, normatively fixed in the corresponding rule. Punctuation marks. To highlight semantic segments in oral speech, intonation (rhythm-melodic) is used, and in writing, special graphic means called punctuation marks are used, which are divided into sentence (comma, parentheses, etc.) and text (paragraph indent, line under the page text to separate it from a footnote,

etc.). Some punctuation marks (period, question mark, exclamation mark, ellipsis) play a dual role: they are used both in the sentence (in the completion function) and in the text (in the separation function). Conditions for setting and selecting the punctuation mark (s). The choice of a place for a sign and the choice of a necessary sign are determined by grammatical, semantic and intonational (rhythm-melodic) features of the semantic segment, which are called the conditions of the punctuation rule.

Principles of work with the punctuation rule: 1) explanation of terms and names; 2) the allocation of the norms and conditions of its operation in the wording of the rule; 3) the motivation of certain provisions of the rule; 4) selection and compilation of examples; 5) matching rules.

(1) When starting work with the new rule, it is necessary to check whether the student understands the meaning of the term (give an exercise)

Types of punctuation exercises: cheating (complicated and uncomplicated), dictation (complete, selective, creative, graphic (insert the necessary punctuation marks), punctuation exercises with compound sentences, texts (exposition, composition), a letter from memory (learned dictation - from the learned text), work on punctuation errors.

Thus, from the foregoing, we can conclude that punctuation is an important section of linguistics, the main purpose of which is to indicate the semantic meaning of the division of speech. Punctuation identifies the basic principles, as well as various functions of punctuation marks, which are very important to understand and learn.

Punctuation skill is an intellectual and cognitive action consisting in the setting or non-stop of punctuation marks in communicative units - in the sentence and text³. It reflects the cogitative activity of the writer related to the search and implementation of the means of linguistic expression, therefore, the formation of punctuation skills of students must be closely associated with work on the development of speech. Punctuation skills include both grammatical and syntactic and speech operations. In accordance with this, it consists of the following intellectual operations that determine the sequence of application of the punctuation rule:

- in the sentence - the anticipation of the semantic segment necessary for the expression of additional meaning, and in the text - the anticipation of a new thought and its connection with the previous thought;

- awareness of the structure of the created structure, the nature and place in it of the semantic segment;

- determining in this design the place of the punctuation mark (s) and selecting the desired punctuation mark;

- statement of a punctuation mark (s).

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

The listed operations are based on different types of knowledge. Anticipation of the semantic segment is connected with the topic and purpose of the message (knowledge about the world), as well as with the structure of the text (knowledge of the theory of text formation). Awareness of the structure structure is based on syntax knowledge. The determination of the place of a sign and its selection are based on both knowledge of syntax and knowledge of punctuation theory. This variety of fundamentals - extralinguistic, verbal, syntactic-grammatical and punctuation - significantly complicates the formation of punctuation skills. In this regard, the role of work on the enrichment of knowledge on the theory of text, syntax and punctuation in the process of forming punctuation skills is increasing. Depending on the mental operations and the final result, the following types of punctuation skills are distinguished:

- see the semantic segments in the finished communicative units, as well as anticipate them in the communicative units created by the writing ones;
- punctually correctly fill out sentences and text in accordance with the studied punctuation rules;
- be able to justify the place and choice of the punctuation mark (s);
- find punctuation errors and correct them.

Punctuation vigilance formation

Punctuation vigilance is, firstly, the ability to see a semantic segment in a finished sentence that requires punctuation, and secondly, to anticipate certain semantic segments necessary to express a certain additional meaning. [6]

Without a punctuation vigilance, the student will not be able to correctly put punctuation marks in sentences and in the text. In development, its essential role is played by the work on the identifying signs of "points" in the application of punctuation rules, in other words, places in a sentence for setting or not setting punctuation marks. For the formation of punctuation vigilance, special exercises have been developed both for work when writing off and for writing dictations.

Finding identification signs of semantic segments that require punctuation. When performing this exercise with ready-made material, students are encouraged to find certain language phenomena that signal the presence in the sentence of a semantic segment expressing the indicated value. In a weak class, it is useful to find out whether the sentence, for example, has participles, unions, etc., whether they are included in semantic segments that need to be marked with punctuation marks.[7]

Finding meaningful segments that require punctuation. This exercise requires a semantic analysis of the sentence and the allocation of additional information in it. Students pronounce a semantic segment, indicating its boundaries and determining the meaning expressed by it. Determining the grammatical nature of the semantic segment. The

semantic segments highlighted by punctuation marks are verbal, collocative and suggestive. In the process of grammatical and semantic analysis, relying on identifying signs, student's name what form the semantic segment highlighted by punctuation marks is. When performing the exercise, the schoolchildren either orally call the segments or underline them with accepted conventional signs.[8]

Punctuation marks highlight semantic segments in the process of applying punctuation rules. Previous punctuation exercises prepare students to develop their ability to put punctuation marks in the writing process, both when recording someone else's words and when creating their own sentences - sentences and texts. The results of the formation of this skill are ensured by the correct selection of didactic material and necessary exercises. In the didactic material on which punctuation skills are developed, all variants of the studied punctuation norm should be presented. When choosing exercises, one should take into account whether someone else's material is used or whether the student creates his own.

In the process of forming punctuation skills in schoolchildren on different material available in the textbook or attracted by the teacher, various types of cheating and dictation are used. Cheating as a form of punctuation exercise. This exercise consists in rewriting students from a textbook or from other didactic material — in the form of separate sentences or text — while performing punctuation exercises. When cheating, learning relies on visual memory. Cheating exists in two varieties: in uncomplicated and in complicated form.[9]

Uncomplicated cheating consists in rewriting the didactic material in its natural form, i.e. not having any syntactic or punctuation changes. The educational punctuation essence of this exercise consists in detecting semantic segments and substantiating the choice of punctuation marks. When cheating, students are given the following punctuation exercises:

- find (indicate, name, read, emphasize) the semantic segment and determine what semantic meaning it expresses;
- list the conditions for choosing a place for the punctuation mark (s) and the punctuation mark itself;
- Explain statement or not statement punctuation.

Complicated cheating is the rewriting by students of didactic material containing syntactic or punctuation changes. The didactic material for this exercise contains the following types of complications: omission of punctuation marks (all or part) and redesign (insertion of any semantic segments or change in the structure of sentences) In both cases, students have to solve punctuation problems: find a place (s) for the punctuation mark (s) and choose the necessary punctuation mark from the possible ones.

Based on the experience of well-known teachers, we can offer a number of recommendations to the teacher on increasing punctuation skills among

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

schoolchildren: offer additional tasks that contribute to a deeper understanding of punctuation rules; use the methods of developmental education; to carry out work on the development of self-education and the desire for an independent search for new knowledge; take into account wishes and interests when selecting tasks; use various material in the Russian language lessons, which would contribute not only to the formation of punctuation skills, but also to the development of students' horizons;

Therefore, we can conclude: if in the pedagogical activity a variety of punctuation exercises are systematically applied, then you can: 1) increase the level of mastering punctuation rules and the level of performance in the Russian language; 2) to form a system of scientific worldviews among students; 3) to develop and improve the oral and written language of schoolchildren; 4) children learn basic literary norms of the language; to form basic, solid spelling skills and the ability to meaningfully use the language, i.e. grammatically correct, stylistically accurate, meaningful.

To build the most effective punctuation teaching methodology, it is very important to know the typical and most stable punctuation errors that students of different classes make in different types of work performed both in the classroom and at home. Studying errors helps to clarify the causes of their occurrence, which creates the opportunity to build a rational teaching methodology. [10]

Punctual errors made by students are divided into 4 groups: lack of punctuation marks; extra characters; the use of the wrong sign, which is required in this case; the sign is not placed where it is required. So, the second chapter was devoted to the consideration of the problems of forming punctuation skills of middle school students in the practice of modern high school, the possibilities of modern programs and textbooks in Russian for organizing work on punctuation in high school were revealed, but also formulated guidelines for working on the problem of the formation of punctuation skills of middle school students.

Conclusion

Thus, the goal of the work can be considered achieved. The theoretical foundations of the methodology for teaching punctuation of middle school students were indicated. The linguistic foundations of a punctuation teaching technique in high school have also been identified. We can conclude that punctuation as a special section of linguistics, the basis of which are the principles of Russian punctuation. Also, the problems of the formation of punctuation skills of students in the practice of a modern high school and the possibilities of modern programs and textbooks in the Russian language for organizing work on punctuation in high school were disclosed.

References:

1. Baranov, M. T. (1988). *Russian language: Reference materials: Textbook. manual for students / M. T. Baranov, T. A. Kostyaev, A. V. Prudnikova; Ed. N. M. Shansky. — 4th ed. (p.288). Moscow: Education.*
2. Baranov, M.T. (Ed.) (2001). *Methods of teaching the Russian language at school / Baranov M.T., Ippolitova N.A., Ladyzhenskaya T.A., Lvov M.R. Textbook for students. higher ped textbook. institutions. (p.368). Moscow: Academy.*
3. Blinov, G.I. (2000). *Punctuation exercises, tasks and answers: a manual for the teacher / G.I. Pancakes, 2nd ed, (p.128). Moscow: Education.*
4. Blinov, G.I. (1990). *The methodology for studying punctuation in school. 2nd ed., Rev, (p.208). Moscow: Education.*
5. Buslaev, F.I. (1987). *Historical grammar of the Russian language. (p.277). Moscow: Education.*
6. Valgina, N.S. (2004). *Actual problems of modern Russian punctuation: Textbook. allowance. (p.259). Moscow: Higher. school.*
7. Voiteleva, T.M. (2006). *Theory and methodology of teaching the Russian language: a textbook for universities. (p.319). Moscow: Bustard.*
8. Gvozdev, A.N. (1995). *Collection of exercises in modern Russian language. Part II: Syntax, punctuation. (p.195). Samara: SamGPU Publishing House, Samara University.*
9. Golovin, B.N. (1988). *Fundamentals of speech culture. (p.264). Moscow: Education.*
10. Gorshkov, A.I. (1995). *Russian literature: from word to literature. (p.329). Moscow: Education.*
11. Granik, G.G., & Bondarenko, S.M. (1987). *Punctuation Secrets: A book for middle and older students. (p.316). Moscow: "Education".*