

II. Practical issues of mother tongue and literature teaching
**PROVIDING KNOWLEDGE ABOUT SYLLABLES IN THE MOTHER
TONGUE TEXTBOOK FOR CLASS 2**

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Annotation

The article examines the moral and educational significance of phonetic lessons, the methodology for organizing such lessons, and improving spelling literacy by providing phonetic knowledge to primary school students. Practical recommendations are given for organizing joint work, joint subdivision, and joint training.

Key words

phonetics, phoneme, sound, vowel sound, consonant sound, syllable, hyphenation, spelling rules, game "Word chain", "Play, think, find!" game.

One of the basic units of phonetics is the concept of syllable. One or more sounds uttered with one breath is called a syllable [3,25] - A syllable is a sound or a set of sounds uttered with one breath [1,24]. Since the syllable is a complex concept, its rule is not given in primary classes. According to the program, the task of forming the ability to divide words into syllables in students is required from the period of literacy training. Students divide words into syllables based on the concept that there are as many syllables as there are vowels in a word. They form this concept during literacy training. Children first find a vowel in a written word, then divide it into as many parts (syllables) as there are vowels in the word[2,214].

The basis of teaching literacy from the knowledge of the Uzbek language is the formation of syllabic skills. When the child learns the second letter, he forms a syllable by adding the first letter he learned. Gradually, he forms words from syllables, thus his literacy begins. Students learn the basic syllabic rules in 1st

grade: "Words are moved from one path to another by syllables" and "A single-letter syllable cannot be left on the previous path or moved to the next path."

By 2nd grade, even though students have learned to divide syllables, they have more difficulty moving syllables from line to line. Let's focus on the analysis of rules and exercises related to syllables in the 2nd grade "Native language" textbook [1]. Grammatical rules occupy the main place in the textbook. Some of these rules are given in the section entitled "Consolidating our knowledge about the joint". The first rule is about the structure of the syllable. It says that "A syllable consists of one vowel and several consonants: mak-tab, class, darslik. A syllable consists of one vowel and one consonant sound: bo-la, lo-la, ol-ma. A syllable consists of one vowel sound: o-na, a-ka, sa-o-dat. The rule is reinforced in a practical way through exercises on syllabification. In particular, in the 5th exercise [1,27] it was assigned to find and underline syllables consisting of one vowel sound in the text. It is important to divide such words in the exercise orally into syllables and fully explain them to all students.

Exercise 3[1,25] gives a synthetic exercise of combining syllables to form as many words as possible. In it, the syllables bo, ki, o, la, bosh, ta, lo, tob, yosh, qu, lam, na, bol, bog, qa, da are placed in colored shapes and a picture of the words expected to be formed is given. Through this task, students will develop the skills of adding syllables to form words, and in addition, they will understand that one syllable can be part of several words.

"Each syllable has a vowel [1,26]. One of the main rules of the syllable is given as "uy, o-quv-chi". In this way, the students' knowledge of syllables is strengthened. Next is the section entitled "Learning to move syllables". Throughout this topic, students are also taught that syllabification and syllabification are not the same thing, as a syllabic word may not always be a syllabic word. Several rules are also given within the topic. Let's look at some of them:

Rule 1: a word is moved from one line to another by syllables: da-rakht, ol-cha, va'-da, san'-at we need to explain that the sign always remains in the previous syllable and cannot be moved]. "A letter that forms a syllable at the beginning of a word cannot be left in the front row: not o-najon, ОН-ЖОН. One letter that forms a syllable at the end of a word cannot be moved to the next line: not voqe-a, vo-gea" [1,35].

Rule 2: One-syllable words are not divided into syllables for moving from line to line: friend, class, season, autumn... Such two-syllable words are also not divided into syllables when moving from line to line: mother, father, apricot...

Rule 3: A combination of letters representing one sound [sh, ch, ng] is moved together to the next line: gulc-hi, not gulc-chi; not os-hpaz, osh-paz.

In the 5th and 8th exercises [1, 25-26] of the subject, the highlighted words in the text must be separated by hyphens according to the rule of moving syllables. The above rules will help students to complete these exercises. In the 6th exercise, the task is to identify and write words that cannot be divided into syllables. Here, as a reminder, it is appropriate to mention that such words include monosyllabic words and words formed by monosyllabic words.

In the 7th exercise of the textbook[1,27] the text "Constitution of the Republic of Uzbekistan" is given. In this exercise, although there is no task related to the syllable, we can reinforce it by asking questions about the topic. For example, we can ask how many syllables there are in the word "constitution" or we can also give an idea about the translation of this word into a syllable. In the wrong interpretation of this word as constitution, there is also a case of syllable transfer, but in fact it is transferred in the style of constitution. According to the orthographic rule, one of the three consecutive consonants in the borrowed words remains in the previous line, and the other two are moved to the next line [Article 4.77, Clause 2].

Using modern interactive methods and various energizers is the most effective way to keep such topics well in the reader's mind. Here are some examples of such games:

Word chain game. Game condition: The teacher says one word to the children. Children find and write the word that begins with the last syllable of the spoken word, and continue the game by finding a word for the last syllable of the written word. In this case, the last syllable of the first spoken word must match the first syllable of the next word. For example, school - greeting card - matter... This is how the game continues. The student who finds and writes the most words wins.

This game is also one of the synthetic exercises designed to form words through syllables. It is conducted in the class in a chain method. The important aspect of the game here is that the last syllable of the first word must be the first syllable of the second word.

"3 Syllable Word" Energizer. If we use this energizer when students are tired and their desire to listen to the lesson is weakened, it will be useful. In the game, one student is taken out of the class for a short period of time. The rest of the students are divided into three groups along the row. A three-syllable word is chosen and the first syllable is divided into the first group, the second syllable into the second group, and the third syllable into the third group. Then the excluded

student is called and all three groups sing their assigned syllable at the same time. The reader will have to guess which word it is. It requires strong attention and resourcefulness from the student. If you don't find it on the first try, you can repeat it two or three times. We can use this game as a break in any lesson.

"Play, think, find!" game. For this game we need a cube. Numbers 1, 2 and 3 are written on two sides of the cube. Pupils throw the cube, whichever number looks up, they say an example of a word with as many syllables, the games require quickness, knowledge and resourcefulness from the pupils.

So, if the student has the ability to divide the word into syllables, to clearly visualize the position and order of each sound in the syllable, then he can write without omitting or replacing the letters in the word. Therefore, to work on syllables, copy the word syllable by syllable. It is necessary to include the exercises of writing syllables with dictation (syllabic interpretation). Second, the ability to divide words into syllables is necessary for students to correctly move the part of the word that does not fit in the previous line to the next line.

Conclusion. It can be concluded that giving students of junior school age knowledge about syllables, correct words to syllables and By equipping them with proper copying skills, we will first of all develop their spelling literacy. It would not be an exaggeration to say that spelling is one of the urgent tasks facing primary education, let alone mother tongue teaching today.

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