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DEVELOPING SPEECH IN THE PROCESS OF WORD-BASED EXERCISES

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ABSTRACT

This article deals with the developing speech of school learners in the process of word-based exercises. In this article, we focus on word-based exercises in the primary schools of the Karakalpak and Uzbek languages. Increasing children's vocabulary in this type of exercise is not the same as developing speech on this basis. It has its own objective and subjective reasons. We analyzed the word-based exercises in the textbooks "Ana tili" (Mother Tongue) of the 1st and 2nd grade for primary school learners. There are 11 types of exercises which provide for speech development, we focus on expanding these opportunities.

KEYWORDS: *Word-Based Exercises, Karakalpak Language, Oral and Written Speech, Mother Tongue, Dictionary, Pronunciation, Spelling, Memorizing.*

INTRODUCTION

It is a well-known fact that lessons in the mother tongue in the primary grades should be aimed at developing learners' oral and written speech. This is both a requirement of the curriculum (NES) and the national program. Therefore, educational activities in this area should be rationally and skillfully incorporated into the types of exercises and activities performed at all stages of teaching and should be carried out consistently based on the principle of continuity. The exercises performed in the example of words should to some extent serve as a basis for the organization of work in this direction. Obviously, only if the vocabulary is actively used, the needs of oral and written speech development can be met, and the lexical aspect of communicative competence can be formed. The learner must be able to memorize every word, pronounce it correctly, write without mistakes, compose sentences with his participation, and for this he must practice at the level of quick memorization. We imagine the effect of dictionary work at this level. There are many types of work on the dictionary[1]. In this article, we will

focus on one type of this work - word-based exercises. Increasing children's vocabulary in this type of exercise is not the same as developing speech on this basis. It has its own objective and subjective reasons.

METHODS AND MATERIALS

There are a lot of word-based exercises in textbooks. To give the teacher a clear idea of their quantity; we give the following numbers in the example of 1st and 2nd grade textbooks [1]. 79 word-based exercises in the textbook “Ana tili”(Mother tongue)for the 1st grade with Karakalpak language of instruction, 68 in the 2nd grade textbook; There are 66 textbooks in the 1st grade “Ona tili” (Mother tongue) and 83 textbooks in the 2nd grade of schools with Uzbek language of instruction. There have been no major changes in the amount of exercise in the post-2017 editions of the textbooks. This amount makes it necessary to effectively organize the phase of the lessons associated with performing such exercises. Because the word is a building material, it also creates certain opportunities in the development of oral and written speech: vocabulary work is continuous, creates important situations for word combinations and speech formation, opens the way for speech exercises.

The more vocabulary a person has, the less lexical difficulty he has in expressing his thoughts. The poor man says, "Oh, what's the matter?" And reveals that he can't find the right word; Word poverty stems from poverty. Therefore, primary school students should speak as much as possible in their native language and reading lessons. Words are used at the beginning of the exercises to reinforce the theoretical concepts being taught. Because words have the convenience that comes from being concise in identifying and explaining linguistic phenomena; On the one hand, when language work is done without being distracted by other concepts, on the other hand, words play an important role as a building material for speech development. A study of word-based exercises in the textbooks “Ana tili” and “Ona tili” (Mother tongue)of the 1st and 2nd grade for primary school learners in 2010 and later showed that the conditions for word-based exercises were varied. Depending on the relationship, we have chosen to summarize as follows:

1. Adding a sound-letter, dropping a sound-letter, changing the sound-letters; compare words and say their differences, say (identify) letters that change meaning; (saying that one word has become another word); to say which words can be mistyped.
2. Ask students the meaning of unfamiliar words highlighted in the exercise, asking them to remember their spelling.
3. Reading words and identifying (separating) the underlying language phenomenon (e.g., sound-letter or sound-letter), underlining; determine the phonetic structure of a word (including syllables); dividing words into syllables; conjugation of words; to pronounce a sound, a syllable, a word (correctly) in a word.
4. Replace dots (in an empty cell; where dropped) with a vowel, a word, or a copy.
5. Checking the written words, including the use of a dictionary; write words in alphabetical order; remember to spell the given words.
6. Say the name of a person or object based on the picture (pictures);
7. Comparing the pronunciation and spelling of words, saying the difference; to say how the sound at the end of a word is pronounced; adding a vowel to the end of a word, dropping the vowel at the end of a word, saying changes; to say consonants that do not match the spelling.

8. Questioning the word; grouping words using a questionnaire; to say what the words mean; to say which words mean action.
9. Saying why words are written in lowercase and uppercase letters; write the names and surnames of family members; write place names.
10. Make sentences from words, start a sentence with a capital letter.
11. Saying words related to a topic (e.g. the name of things in the classroom).

RESULT AND DISCUSSION

Considering the opportunities that the types of exercises listed above provide for speech development, we will focus on expanding these opportunities.

I. Exercises related to changing the sound structure of a word can be called stimulus exercises. They give learners the idea (conclusion) that both adding and dropping a sound-letter to a word, as well as dropping and changing sounds, can turn one word into another. Also, through stimulus exercises, children gain an understanding that each word has a specific sound-letter structure, and that words can sometimes differ from each other by one or more sounds. In this regard, to read words that differ at the expense of a sound-letter, to pay attention to their meaning; reading and copying sounds by adding letters to letters; find words that differ in one sound to the given words; underline the letter that changes the meaning of the word; read and say which letters the words are distinguished by; tasks such as saying two to three words that change meaning with one sound are also important.

It should also be noted that in most of the actions like the above, one word becomes another word, but the resulting words may not be in our dictionary. For example, let's skip some words: *dala -dal, dunyo -dun, kalta -kalt, dara -dar, havo -hav*. In our language, there are no words *dal, dun, kalt, dar, hav*.

This means that students' previous conclusions lose their validity. When they have another idea that a new word may not be formed if the vowel at the beginning or end of some words is dropped, the teacher introduces the learners to the following conclusion: when a sound is added to a word, in some cases a new word does not appear because it is not in our dictionary. Usually, when one word becomes another, the image of things also changes in the inner vision.. Such an exchange does not take place unless a new word is formed.

There are also words that do not change their meaning even though the sound in the pronunciation is dropped. Such incidents are regulated to a certain extent. For example, at the end of a word, sometimes the consonants *d* and *t* are written, even if they are not pronounced: *darah -daraht, g'ish -g'isht, go'sh -go'sht, balan -baland*.

This situation further expands the previous knowledge of the students: if the sound of some words is dropped in pronunciation, the word does not change, and in writing the same sound is restored.

Sometimes adding a vowel to the end of a word and, conversely, dropping that vowel is aimed at understanding and mastering the situations in which one consonant is replaced by another (voiced or unvoiced) consonant. For example: *etak -etagi, qishloq -qishlog'i*. Even in such changes, the phenomenon of word formation is not observed.

Exercises that require you to identify and underline a sound that turns one word into another make you accustomed to comparing words and observing differences in sound and letter structure. As a result of such actions, the learner discovers words that are separated by one, two, three sound-letters.

It is also worth noting that children often come across words that differ in one sound in poetic verses. In this case, the rhyme is often formed by choosing letters with different sounds at the beginning of the word: Qorli tog'lar turar boshida, Gul vodiylar yashnar qoshida (H.Olimjon). (Snowy mountains at the beginning of the settlement, Flower valleys at the beginning of the spring (H.Olimjon)).

The possibilities of stimulus exercises to increase learners' vocabulary at the expense of new words are not the same. Because such exercises are mostly based on familiar words, the time allotted for the exercises is also limited, and all attention is focused on completing the task. For example, adding a sound-letter to a word turns it into another word. But, firstly, there are not many such words, secondly, it is possible to add a sound to a word and turn it into another word, thirdly, to drop the consonant at the end of the word without creating a new word in our language, to restore it in writing, as well as in the last syllable. Although there are not many cases of dropping flour, there are. The implication is that it takes time and effort to add a sound to a word, to warn that dropping a sound from a word can turn it into another word, and not to overwhelm students with such exercises.

In addition, new (unfamiliar) words are rare among exercise materials. In other words, the vocabulary of learners during this period is slightly enriched at the expense of new words. In most cases, the work on the word is not connected with the exercises related to speech, narration.

II. Working on an unfamiliar word is the same way to cultivate speech. There is only one exercise in the textbook "Ana tili" (Mother Tongue) for the 1st grade, that asks if you know the meaning of the word *dilbandi*. In fact, there should be a lot of such exercises. Following his example, the teacher can ask him any word he wants.

Naturally, the vocabulary of 1st graders is now a period of rapid formation. It is clear that they do not know certain words. It is therefore helpful to ask them from time to time the words they are supposed to not know. Such exercises lead to vocabulary work.

If the learner does not know the meaning of the word, the teacher explains it. With this, the word is not mastered, but there is a reason to return to it often.

It should be noted that there are many exercises for memorizing the spelling of words given in the textbook "Ana tili" (Mother tongue) of the 1st grade. But it is impossible to memorize the spelling of the separated words by reading them once or twice.

III. Exercises that serve to draw learners' attention to the sound and letter structure of words are extremely important in improving written literacy. Exercises that require finding and pronouncing a sound in a word, explaining what sound a letter consists of, are among such exercises. Because students mispronounce the sound because they can't imagine the sound content of the word, they make mistakes in writing. To prevent this, it is advisable to teach children to identify what sound-letter a word (a word that most students make a mistake) consists

of. Such exercises help to form the pronunciation and spelling standard of the word under auditory control.

When words with difficult pronunciation and spelling are encountered, it is better to not only find the required sound-letter, but also to analyze the sound-letter structure[2]. To this end, it is necessary to recommend such words as *oyla*, *fahr*, *husn* (*family*, *pride*, *beauty*). Otherwise, the main goal of the exercise will not be fully achieved. Words that are not difficult to pronounce and spell are very handy for sound-letter analysis. Such exercise materials are only needed to form initial analytical skills. But as the skill begins to develop, it is necessary to switch to words that are difficult to spell.

During the exercises, it is important to divide the words into syllables, to separate the syllables into syllables with the need to move the syllables. Dividing words into syllables allows us to draw attention to their phonetic structure and thus continue to work on pronunciation and spelling [2]. Even in the process of mastering the rules of syllable translation, the process of analyzing the sound and letter structure of the word does not stop: reading words and adding syllables; copying words that have a consonant; one consonant is used to identify words that occur between two vowel sounds, the first syllable is used to identify words with a vowel, and the bottom of the letter a (the same syllable) is underlined.

As attention to the content of a word increases, its meaning takes a back seat, and formal symbols — letters, their pronunciation and spelling — take precedence.

It is important to pronounce a sound, a syllable, a word without mistakes in the word whose content is being analyzed. For example, learners tend to pronounce certain words with speech-specific changes. Sometimes the letter *i* in the word *oyla* (*family*) is pronounced as *yi* (*oyila*). There are many such words that can be partially changed in pronunciation. In such cases, it is useful to pronounce the sound-letter, syllable or word itself correctly, organizing it at the level of practice.

Involving new (unfamiliar) words in exercises based on the study of the sound-letter structure of a word allows them to be directed towards speech development. It is also necessary to complicate the conditions of the exercise with the task of composing 2-3 sentences. In such a situation, in addition to the thorough mastery of language phenomena, significant results are obtained in speech development.

IV. Exercises that require reading and copying words by substituting the appropriate sound-letter for a dot (dots) to develop a learner's ability, to recognize a word with a missing or indefinite letter according to its content, and to self-check whether a known word is spelled correctly or incorrectly, finds its expression. In strengthening the pronunciation and spelling of a grammatical form, exercises are used with the task of copying by adding the corresponding syllables (suffixes) to the words (instead of dots). This involves selecting one of the phonetic and spelling options of the appendix.

Assignments such as the following encourage students to observe and think independently:

- Write six words using the letters in the cells; to tell how the structured words differ from each other;

- pronounce and move the vowel in the first syllable of words, for example, the sound a; check the words that are formed; to say where the word can go wrong.

No matter how important the above types of exercises are, the main drawback is that familiar, well-mastered words are often used as exercise material. Hence, these types of exercises also serve to a lesser extent to increase children's vocabulary, not helping to develop speech as expected because they are less associated with sentence construction. It is advisable for the teacher to enrich them with as many new words as possible.

V. Checking learners' written words, including the use of a dictionary, is an important factor in improving spelling literacy. This work is combined with the task of memorizing the spelling of words. But using a dictionary is hard work. To do this, children need to be able to write words in alphabetical order, knowing the alphabetical order, looking for the desired word in the dictionary. So, first of all, it is necessary to work on teaching the use of the dictionary.

VI. Reading the word under the picture is considered reading with understanding the meaning of the person or object depicted in it. In this case, when reading a letter with an associative connection with the meaning of the word and its phonetic structure, the word with a familiar phonetic content is remembered, and the omitted letter is determined in this way. The child's memory of the word is realized in his imagination, albeit vaguely, through which he remembers the image of the object. When a new word is given under a picture, the learner learns it by seeing and pronouncing the sound-letter structure. Naming who or what is depicted in the pictures should play an important role in increasing learners' vocabulary. But for this to happen, words should not be given at the bottom of the pictures: if the reader is in a position to memorize the words as they are in the speech process, the words become active. Conversely, when words are placed under pictures, the reader does not have to search for them in his memory.

VII. Typically, learners write words the way they are pronounced. They have a special role in improving the spelling literacy of this type of exercise, which is performed in order to develop initial skills, to create an understanding that words can be pronounced differently in pronunciation, and in writing should be written as indicated in the spelling dictionary. Understanding that the exercise is written with the appropriate letter with the pronunciation of the sound is highly effective if done on the basis of explanation in different situations, i.e. independent thinking.

VIII. Questioning words serves to understand grammatical meaning. If the person expressing the word has a lexical meaning of the object, the interrogative word refers to the grammatical meaning. For example, what if the pen is one of the writing tools in the lexical sense? The fact that the answer to the question indicates that the horse belongs to the word family. Hence, the interrogative word directs the reader's attention more to the grammatical meaning rather than to the lexical meaning. Some interrogative words do not require a grammatical form, while others (mainly action denominators) refer to the word form. For example, what is he doing? - looking (pointing to the modern form), what did he do? - as if looking (pointing to the past). Knowing how a word will answer a question opens the way to mastering functional semantics. Exercise in this respect will have the character of speech development.

Saying what the words mean; saying which words mean action is also done on the basis of grammatical meaning based on the interrogative words. Students classify words into word groups based on these meanings. In other words, functional semantics is activated here as well.

IX. Saying why words are written in lowercase and uppercase letters; write the name and surname of family members; exercises that ask you to write place names prepare students to master famous places. Knowing first and last names, place names is more spelling related. The most difficult thing to do in word-based exercises is to name and write the person's first and last name, place names. It is known that names in the family are often pronounced incompletely (abbreviated): *Guli, Dili, Bakhti*, etc. It is planned to write them in full in the native language lesson. When we asked the class to write independently the name and surname of the classmate in the same row who was sitting in which row, no student could write them by mistake. Similarly, an exercise in which students are asked to write the names of cities, villages, neighborhoods, and streets that they know is performed with great difficulty.

There are similar difficulties in naming the children depicted in the pictures, as well as in naming the professions of the individuals.

X. Speech formation is an important factor in activating words and developing speech. However, most word-based exercises in the textbook "Ana tili" (Mother Tongue) for the 1st and 2nd grade require the use of ready-made words. There are many exercises in the textbook "Ana tili" (Mother Tongue) for the 1st grade that require you to use each word in a sentence. When words are ready to be used to make a sentence (to use, to replace dots, to connect one word to another), it becomes unclear what students will learn, what they will acquire. What is clear is that as children look at a word, they pay attention to its meaning, to being able to combine it with other words. The semantic interconnection of two words is based on semantics. Exercise is sometimes like talking about scattered words in one way or another. But since the words are in sequence, there is no need to sort them.

Some learners speak very slowly, thoughtfully, because they speak less. They still have the ability to memorize the appropriate condition in the process of composing a sentence. Children who talk a lot will begin to develop the ability to memorize words they use a lot in their speech without much thought. In our opinion, children who are less talkative by nature should also practice enough to speak in this way, so that they can find in their own memory, not among the words that are given to use words to replace dots. Hence, it is necessary to reform the exercise materials and create situations that require more independence. This work slows down the performance of the exercise, but it is natural that the effect be high.

XI. Exercises that require memorizing and writing words belonging to a thematic group help to develop the student's ability to memorize words in memory. For example, a student who is tasked with naming things in the classroom is expected to say words such as table, desk, blackboard, chalk, book, notebook, and many more. Among the words given in the textbook "Ana tili" (Mother tongue) of the 1st grade, there is a wide range of exercises that require first to move to one topic, and then to another topic.

CONCLUSION

Saying words on a topic allows you to formally activate words on that topic. This is the first. Second, words read separately (without being combined into a topic) in previous exercises are

now classified by combining them into a topic. Third, these words are repeated. Memorizing words allows you to write without mistakes with some preparation. Such exercises serve to improve students' spelling literacy.

Thus, according to the fact that education is provided in the textbooks of the primary schools "Ana tili" (Mother tongue) of the Karakalpak language, education in schools of the Uzbek language "Ona tili" (Mother tongue), word-based exercises are performed in almost every lesson. However, in order to increase the vocabulary of students and to ensure the importance of such exercises in the development of oral and written speech, it is advisable to enrich the assignment conditions with the types of work recommended above, taking into account some observations.

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