

**PHONETICS AND GRAPHICS THE BASICS LEARNING METHODOLOGY ,
GRAMMAR AND WORD TO BE MADE ABOUT CONCEPTS OF FORMATION
METHODICAL BASICS**

Lola Khan Yolchiboyeva, Navro'zaoy Normatova Adilboy qizi

Ferghana state university Social and humanitarian sciences department teacher

Base words: Phonetic knowledge, sound, letter, vowel sound, consonant sound, sonorous and soundless consonants, graphic qualification, joint, inspector word, verifiable word, accent, syllable transfer; graphics, phonetics and spelling.

Small age students oral and written speech in possessions from phonetics received of knowledge importance big:

- a) phonetic to knowledge based on without reading and to write is taught .
- b) phonetic knowledge the word right pronunciation to do basis organize is enough
- c) phonetic knowledge morphological and word to be made about knowledge with together in students series orthographic qualifications formation for the ground will be
- g) phonetic knowledge talk to the tune according to right to say accent , speech for necessary _
- d) of the word sound side know , his the meaning to understand and in speech conscious apply for important _

To the program according to initial class students phonetic-graphic skills possessives : sounds and letters , vowels consonant sounds , pair there is sonorous and soundless consonants , the word to joints to be accented joint separate skills have will be

Children to school to come until too the words to joints to be of speech sound construction practical absorb _ however they are special to his students until in the word sounds right and consistent pronunciation to do they don't know To the goal reach for consistent the work take to go must will be.

Sound complicated concept that it was for initial in classes to him definition not given however practical affairs take will go In this leader method in the word of sounds pronunciation , of the word lexicon meaning _ in the word of sounds to the composition dependence on observation is considered For example : brother , Ash is a flower.

Of the word sound composition on work literacy to teach in the period starts . They are the word sound from the side analysis to do learns _ For example : come on in the word k, e, l; the rain in the word y, o, m, g', i, r sounds that there is what they say necessary _ This while in the word the letters down without leaving to write and right pronunciation to do help will give . Of the word sound composition on work Continuation in 2-3-4 grades will be delivered .

Sounds 2 to the group divided into : vowel and consonant sounds . Him to the students in explanation the following characters account is taken :

1. Pronunciation to be done method .
2. Voice and of noise participation
3. Joint harvest to do feature _

This characters students to memorize road is not placed . SHE IS characters observation method with by teaching will go

Uzbek writing sound writing is _ sound in writing letter with is expressed .

1- class students the following they know it is necessary

1. Sounds pronunciation we do and we hear
2. Letters we will see and we write
3. J letter 2 the sound represents _

1- in class sonorous and soundless consonant sounds when studied observation from the method is used . In observation students active participation it is necessary Of this for only one consonant sound with distinguishable faqir- paqir , heart-language such as words compared to bp Mr of consonants difference practical is explained . Same that's it in the method pair there is and pair no sonorous and soundless sounds compared to prepared exhibition students attention link will be done .

Jarangli consonants : b, c, g, d, z, j, j, g' y, l, m, n, r, ng You are useless consonants : p, f, k, t, s, ch , sh , xq h

Children pair no sonorous consonants of the word At the end of when it comes too pronunciation to be written suitable to come knowing to get enough _ Couple there is sonorous consonants word At the end of when it comes such compatibility it won't be . So , students consonant of sounds spelling on the surface the following skill and qualifications harvest to do need _

1. Couple there is sonorous and soundless consonant sounds separate _
2. Word At the end of came pair there is sonorous consonant of sound soundless pair to be heard therefore for such the word check need _
3. Consonant sound vowel from sound before when it comes another sound with not exchange .
4. Checker and auditable in the word consonant the letter comparison (book - book).

Joint definition initial in classes not given Students literacy to teach during in the word how many vowel if that's all joint to be knowing they get

Words to the joint right separate will receive student spelling in terms of right write takes _ Of this for regularly the work take going need _ Exercises fulfillment in the process :

1. One the letter previous on the line leaving won't be and next to the line too will not be transferred .
2. *ng, ch , sh* letter compound the words to the joint transfer such as to places more attention to give need will be In this accent last to the joint fall , addition when added accent migration , some in words accent last in the joint or not possible being told different exercises using is strengthened . Accent with 2- in class will be introduced . Accent about students with conversation will be held .

From morphology " horse " , " quality " , "thigh" , " verb " , " binder " concepts , in the syntax "sentence" , " has " , " section " , " second level fragment " , concepts , words " stem " , " suffix " , " root " words like " concepts formation on the work take will go

Concept what ? The concept appropriation process how night ? Concept in the environment of events important signs and mutually relatedness reflection reached thinking shape describing shows .

Grammar in concepts too another concepts such as of events important signs generalized without reflection will be delivered . Language events another to events relatively very abstraction with differs . Grammatical concept this features because of in students concept very a lot difficulty with is formed . Grammatical concept knowing get for abstract thinking developed to be need _ Abstract thinking education in the process special exercises through by developing will go Teacher of students abstract thoughts to develop attention if not , students the words compare they can't . And them important characteristics according to one to the group combine they can't . For example : to walk to eat to run to sleep to bruise growing or , book , friend _ florist ; heroism , step , peace and etc the words verb and the horse to the series enter they can't .

So , the concept formation for in students abstraction skill grow , they attention of the word clearly lexicon from the meaning grammar meaning focus and that's it in the group to words about common grammar characters account received without these one to the group request to merge is enough

Grammatical concept appropriation long continue that's enough is a process . This process conditional into 4 stages respectively is divided ;

- 1- stage – of understanding important signs separate in order to language material analysis to do This stage known word and of words lexicon from the meaning come out , abstraction done is increased and language event for special the ones that are is separated . Analysis , comparison done is increased .
- 2- stage – concept signs generalization , they are between connections determination , the term to give compare , analysis (analysis) , synthesize will be held.
- 3- stage - concept definition express understanding , symbols essence and they are between to connect determination . To the horse khos , to the verb special , to the point special characters to count
- 4- stage – new language material based on being taught the concept clarification , knowledge to the experience app to be done exercises work _ new concepts in practice apply _

Shown stages " verb " grammar concept formation process in the example showing is given

Grammar concepts students conscious appropriations for teacher to the following separately attention to give necessary ;

1. Students only in the textbook from example without using themselves independent or reading in the book from texts to find let them take
2. The rule after saying from the student that's it to the rule suitable word or word compound looking for to find or thinking found example through the rule to prove Demand to do
3. Understand to himself special signs the rule parts has been without counting to give to ask
4. Of them in speeches use get _

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