

THE ROLE OF INNOVATIVE METHODS IN TEACHING SIMPLE SENTENCE

SYNTAX

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Abstract: The article describes the modern mechanisms of teaching the syntax of simple sentences in secondary schools, the ways of improving students' speech competence, the effective aspects of using didactic texts in working with texts.

Teaching simple sentences and their types in general education schools is an important component of teaching traditional-analytical syntax. The student learns not only grammatical features such as construction of simple sentences, types, non-infinite expression of the sentence, plural and extended forms, number of sentence fragments, but also the fact that the content of simple sentences is closely related to our national and cultural aspects, human personality, psychology, level of knowledge, especially the sentence he should also know that the speech situation plays an important role in its emergence. One of the main goals of teaching students the syntax of simple sentences is to form their ability to use language units appropriately in various speech situations. In this regard, it is appropriate to use interactive methods.

For example, if we take the topic of teaching the sentence and its types according to the purpose of expression, in the current 8th grade "Mother Language" textbook, one hour is allocated for this topic, and information is mainly given about the types of the sentence according to the purpose of expression. We paid attention to the fact that the students learn the essence of the types of sentences according to the purpose of expression, the use of punctuation marks, and the differentiation with the help of tone. We used a lot of audio materials.

Listen. Write the sentence according to the purpose of the expression.

Audio text: Is there a break? Read this book carefully. We organized a hashar in our neighborhood. Who is your best friend? This message is false! Complete tasks on time. We have to tell this story to my grandmother. Do you drink water? Don't go outside. Are you going to Tashkent? Call your friend. The scenery is beautiful, the air is clean.

Imperative sentence Interrogative sentence Imperative sentence

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Lexical units are seen as components of conceptual networks or as stimuli (auditory or visual) that provide access to conceptual networks. A stream of neuroscientific results suggests that word comprehension is associated with neural activation corresponding to the semantic content of the processed words. For example, listening to sentences describing actions performed with the mouth, arms, or legs results in the activation of visual-motor circuits that enable the execution and observation of such actions.

Reread what you highlighted. What helped you to place it on this chart? Comment your opinion.

Read the texts below. Pay attention to content and tone.

Text 1:

The most important condition of friendship is loyalty. A person who is loyal to his friend is loyal to his country and people. On the contrary, there is no guarantee that a person who betrays a friend will not betray the people, the nation, and the Motherland. A true friend rejoices in his friend's success and victory as his own, and is saddened and worried by his failure. He tells his friend about his mistakes and wrong steps. His goal is clear: to wake up his friend from the sleep of heedlessness, to guide him on the right path, to save him from shame. In a word, not to lose a friend!

Text 2:

"So, how did it break?" Is there a knife other than mine in the household?

- I was skinning your greyhound, and it hit a bone and broke it.

- Yes?! said the rich man. - Do you want to cut the skin of the deer on my toothed knife?

Tell me, why are you cutting it?

- We were in a hurry, and after he was dead, we skinned him so that it wouldn't go to waste.

- How did he die?

- Haram ate too much of the meat of the dead horse and died of suffocation.

- Where is the meat of the unclean dead horse?

- Yes, our own horse ate the meat of the horse and died, not a foreign horse.

The rich man was furious.

- Hey, hey, boy, look at your mouth, did you say that the red eye is dead? So what happened to the redhead?

- He died as a coward.

- What does he care about?

- Since he was not attached to any cart, we added him to the cart and carried water. He died of exhaustion.

G. From the story "Shum Bola" by Ghulam

Text 3:

The people are the only source of state power.

State power in the Republic of Uzbekistan is exercised in the interests of the people and only by the authorities authorized by the Constitution of the Republic of Uzbekistan and the laws adopted on its basis.

Appropriation of the powers of the state power, suspension or termination of the activities of the authorities, creation of new and parallel structures of the power in a manner not provided for by the Constitution is a violation of the Constitution and is the basis for prosecution according to the law.

Article 7

a) Identify and write the language units that form the content of the message from text 1;

b) identify and write the language units that form the content of the question from text 2;

c) identify and write the language units that form the content of the command from text 3;

Through these tasks, students were widely used in forming the ability to read sentences with a tone and to differentiate between the language units related to them. Anderson and Lynch argue that listening skills are just as important as speaking skills, concluding that people cannot communicate face-to-face unless both types of skills are developed together. Watch the video carefully. Write a dialogue text based on it.

In this assignment, students were shown a short video without sound (the video is attached). Students were asked to carefully watch the video and write a dialogue based on it. If the listener actively participates in the process of linguistic listening and uses his non-linguistic knowledge to follow the intended message of the speaker in the conversation, if he listens, answers and asks questions, then he also goes through the processes of understanding and communication during listening.

Read the given sentences. Group them according to their structure. Comment your opinion.

His head reached the sky; my classmates came; I started reading an interesting book; his mouth was in his ear; we all participated in the cotton harvest; his blood boiled; the butterfly flew; if you hit the ground, it will be blue; measure seven and cut one; my mother, brother and sister came; fruits were picked.

Simple words

Simple common words

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Expand the given sentences with the necessary sentences.

- 1. It rained.*
- 2. The lesson is over.*
- 3. He spoke.*
- 4. The animals were disturbed.*
- 5. The cloud disperses.*
- 6. He made the lands dry.*

In the process of linguistic analysis, the reader will find the consistency in the semantic-syntactic construction of the sentences, for example, in the question of the social characteristics of the sentences in Uzbek speech, assalamu alaikum, waalaikum assalam, welcome, welcome, don't worry, come, your house is full of wheat, good luck, be healthy, white road, moon if he analyzes it organically with national etiquettes such as national-cultural words such as go and return safely, prayers and applause, understands the reasons, he will be educated in the spirit of respect for his own values. In this sense, the realization of words, which are a special form of a simple sentence, is related to our values and moral standards, and in the process of learning these sentences, it is impossible not to emphasize these aspects.

Topics related to teaching the use of simple sentence expanding units are given separately in the textbook, and are aimed at imparting theoretical knowledge under separate section and subject names, not simple sentence expanding units. First of all, understanding of these topics was given on the basis of the textbook. Then, summing up the topics covered in the 95-96 reinforcement lesson, general information was given about the motivation, input, separated parts - the units that expand the simple sentence, and they were analyzed based on the texts, and skills were formed based on practical exercises. At this stage, each student is formed as the owner of a speaking culture, a unique individual speech. Therefore, the teacher should be able to fully reveal the national-cultural aspects of motivations that are often used in everyday life, social, political, spiritual, economic processes, the place of use in the process of communication, the structure of meaning, the place of the sentence and, as a result, the common and different features of their semantics. Bringing these problematic issues into the lesson process, forming sufficient knowledge and skills of students in this regard, for this, it is necessary to choose the most optimal way to increase the effectiveness of education in modern conditions. organization" can be called the most optimal way.

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The teacher regularly improves his pedagogic skills and the quality of the students' knowledge and education by correctly selecting and applying the methods, which are convenient for the students, easily reach the goal quickly and effectively.

To sum up, the experimental materials used for the formation of students' knowledge, skills and qualifications based on the above-mentioned methods and methods became important in students' mastery of simple sentence syntax.

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