



THE USE OF SUBJECTIVE ASSESSMENT EXPRESSIVE ADDITIONS AND THE CONCEPT OF SPEECH ETHICS IN THE ACTIVE SPEECH OF PRESCHOOL CHILDREN

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Abstract: In this article, a number of recommendations and theoretical conclusions are given regarding the use of phrases expressing subjective evaluation in the active speech of older children of preschool age.

Keywords: subjective assessment, speech communication, preschool education, educator, child, active speech, pedagogue, object.

When explaining a new topic with children in the sixth year of life, the pedagogue should effectively use the life experience of the children. That is, he offers them to listen to an audio text together during training. For example:

"...Oh, now, when my comrades from Hayitvoy and Dilijan were present, I would brag about it. They moved everywhere. I can't find them now. Grandma, honey, I miss the smell of your hair, I miss your velvet dress. I miss your eyes looking at me. I kiss, my grandmother kisses. We can't get enough of each other... Their hands are soft, their faces are warm, their smells are pleasant..."¹

In the second audio text given to the students, there will be no additions representing subjective assessment. After listening to the audio form of the text, learners will understand the meaning these additions add. In our language, there are a number of suffixes such as -cha, -chak, -gina, -loq, -jon, -khan, -toy, which are summarized as subjective evaluation forms. They are also called diminutive-caressing attachments. These suffixes are added to nouns and adjectives and indicate the subjective attitude of the speaker (writer) to the thing or concept expressed by these words, that is, they create a positive or negative stylistic color in these words. Such adverbial words are observed more often in colloquial, artistic

¹ Jannati odamlar. Ertak roman. X. To'xtaboyev. S.T. "Yangi asrlar klodi", 2013.



and journalistic styles, and in scientific and official styles they are very inactive and rarely used.²

Or, using the examples below, you can teach preschoolers the difference between subjective evaluation words:

| | |
|-------|----------------|
| AGirl | little girl |
| a guy | Boy |
| Dad | grandfather(s) |
| Child | boy |

Do you like the difference between the words in the example above and which ones are better pronounced or pronounced? Asking questions such as.

Availamak is mainly used in the sense of "to be careful from external influence, from becoming something as a result of external influence". The level of caution in this word is stronger than in the words spare, take care. Ayamak is also used in the sense of "being careful of something as a result of external influence, as well as loss, consumption, etc." The meaning of the words "to be careful" and "to be careful" is understood from their root (caution). These are used in the sense of "to keep something from happening due to external influence or some reason". Ardoqlamak is less common in ordinary speech. This word also reflects the attitude of care and respect. To admire, to admire is characteristic of the bookish style, in which the attitude of care becomes even stronger. Papalamoq is characteristic of colloquial speech. Speaking the above words to children and giving them the meaning of the above words in the frontal activities of speech development for older preschoolers creates the ground for the development of speech competence in the child.

In modern studies, communicative speech is considered as etiquette and the means of achieving the goal: "attract the interlocutor's attention, show respect to him, arouse sympathy, create a comfortable environment for communication".

The rules of etiquette for in-depth study of speech were studied at the end of the 60s of the twentieth century. V.G. Kostomarov considered speech etiquette to be a "microsystem" in which nationally specific verbal units are accepted, and to establish relations between interlocutors, the rules of speech behavior are created,

² Ona tili: O'rta ta'lim muassasalarining 10-sinfi va o'rta maxsus kasb-hunar ta'limi muassasalari o'quvchilari uchun darslik. N.M.Mahmudov va boshqalar Toshkent: "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti, 2017. Birinchi nashr.



which are defined by the society and maintain communication in the appropriate tone (rules of etiquette)³.

In the studies of L. E. Tumina, speech etiquette is described as "a set of rules of speech behavior accepted by society in the relevant spheres and situations of communication, speech behavior is regulated by social hierarchy, national culture and rules of etiquette; ritual, linguistic personality education, constant practice is guided by consciousness."

N.I. Formanovskaya gives the following definition of the concept of "speech etiquette":

"Speech etiquette refers to the regulatory rules of speech behavior, a nationally specific stereotypical system, socially accepted and established communication formulas for stable establishment of communication with interlocutors, maintaining and stopping favorite communication tonality"⁴.

N.I. Formanovskaya presented a description of speech etiquette, sociolinguistic and methodological aspects, defined postulates of politeness, distinguished speech formulas associated with typical communication situations, described and revealed their correspondence in different languages . Choose a base based on the presented definitions of the concept of "speech etiquette". Speech etiquette is "a system of stable forms of communication accepted in accordance with the social roles of the interlocutors.

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³ Kostomarov V.G. Rus tilida nutq odobi // Rus tili uchun chet elda. No 1. 1967. S. 15-19.

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