



TOOLS FOR TEACHING CHILDREN OF OTHER NATIONALITIES TO SPEAKING AND TEACHING THE UZBEKI LANGUAGE WITHOUT AN ACCENT AND WITHOUT DYSTGRAPHY

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Abstract: Today, it is about teaching children to read and write by eliminating the causes and factors that lead to some negative situations such as dysgraphia and dyslexia.

Keywords: dysgraphia, dyslexia, different languages, family environment, school life.

It is possible to summarize the following recommendations regarding the effective organization of classes, taking into account the methods of learning and mastering the Uzbek language for Tajik and Russian students of junior school age.

It is known that a student of elementary school age can learn something from his native language (function), cooperate with others (interactive function), express personal feelings and meanings (personal function), learn and uses it for the purposes of discovery (heuristic function), creation of the world in one's imagination (imagination function), information exchange (communicative function).

It is recommended to teach students to use the Uzbek language for these purposes. Stress-free situations are important in learning the Uzbek language. The lower the stress, the higher the learning efficiency.

It is appropriate to take into account the strengths and weaknesses of students, which arise from their own personal learning methods.

also

- forming the student's ability to communicate using the studied language in the simplest way;
- giving priority to exercises that ensure the occurrence of interaction and communication;



- action, plot, role-playing, dramatic, imitation (imitation), communication-oriented, project and didactic games in order to teach the use of the language used in various social situations as a means of communication in accordance with the principle of using the speech situation. organization;
- to refer to dialogues not as language material that needs to be memorized, but for communicative purposes;
- prioritizing the content;
- presentation of language material in the contexts of real speech situations;
- spending time on repetition (drilling) exercises;
- use of any technical means, taking into account the age, interests and needs of learners;
- try to ensure communication and interaction from the initial training;
- not prohibiting the use of the native language in appropriate situations and, if it is considered useful for the student, the translation;
- mastering the linguistic system of the Uzbek language as a result of striving for communication;
- directing consistency and coherence to the goal of not extinguishing interest;
- to increase student motivation (internal drive) in any way;
- to test the language by an individual person and to allow the creation of creative speech products based on mistakes;
- to teach students to interact with each other and with strangers in any speech situation (single speech, pair speech, debate) and style (distance, face-to-face, oral, written);
- the creation of internal motivation as a result of interest in the object of communication through the language, following such recommendations can ensure quality and efficiency in learning and teaching the Uzbek language.

Educational and methodological assignments:

1. How do the individual abilities and individual methods of language learning of students of junior school age differ?
2. What problems are encountered in taking into account the unique ways of learning the Uzbek language according to the paradigm of the person-oriented competence approach?
3. How can you react to the idea that the lower the stress, the higher the learning efficiency?
4. It will be explained for what purposes the students of junior school age can use their mother tongue.



Above, we gave examples of the principles of speaking without an accent in a number of scientifically based languages in primary classes. In my experience as a primary school teacher, when I taught Russians, Tajiks, Kyrgyz, and Turks, I observed that when children start studying in the Uzbek class in the first grade, there is an almost hidden speech-silence period. As time passes, the vocabulary increases. In the early years, they are pronounced together with accent and dialect words. On the eve of graduating from elementary school, we will achieve clean, literary speech. In this work, I always give several recommendations to parents and children:

1. Communicate in Uzbek with relatives and at home.
2. Reading fiction books in Uzbek.
3. Memorizing poems in Uzbek.
4. Exchange TV and public information in Uzbek.
5. Vocabulary learning.
6. Small-scale dictation, formation of writing skills in Uzbek from words learned in texts, etc.

These skills will definitely develop the child's ability to speak clearly.

Dysgraphia is a partial violation of the writing process, manifested in constant, repeated errors due to the lack of formation of higher mental functions involved in the writing process. Classification of dysgraphia is carried out on the basis of various criteria: it is carried out taking into account impaired analyzers, mental functions, unformed writing operations.

Dysgraphia is not an independent speech disorder, it is a component of disorders in the development of mental and motor skills, often associated with maturity and ambidexterity.

Dysgraphia is a partial violation of the writing process in which constant and repeated errors are observed: distortion and substitution of letters, violation of the sound-syllable structure of the word, violation of the unity and spelling of individual words in the sentence, agrammatisms in writing.

What signs should alert elementary school teachers in students' oral and written speech?

First of all, mispronounce any sounds, as this can lead to errors in reading and writing.

When a child learns to write, the following mistakes are a signal of dysgraphia:

- skip letters and syllables, replace them;
- adding letters and syllables;



- breaking the graphic image of letters;
- mixing paired consonants (replacing B with P and vice versa);
- incorrect writing of a vowel in an accented case (valosy instead of hair);
- persistent errors that do not disappear during the learning process.

The experience of working in a school speech center shows that dysgraphia is the leading speech disorder among public schoolchildren.

What are the causes of dysgraphia?

First of all, this speech is not easily developed.

Often, signs of general underdevelopment of speech are not noticed when speech disorders are detected in school-aged children. Usually, dysgraphia, which occurs due to the slight underdevelopment of speech, is detected only in the process of learning to write. All this is a serious obstacle to literacy and later mastering the grammar of the mother tongue.

According to the nature of the formation of errors, dysgraphia is divided into types:

- Ungrammatical.
- Acoustic.
- Articulator-acoustic.

At school, speech therapists and elementary teachers often have to deal with mixed types.

Correction of articulatory-acoustic dysgraphia.

This is manifested in the child's substitution of letters corresponding to phonetically close sounds (vowels, whistles, affricates and their components), as well as in the incorrect representation of the softness of consonants in writing ("love" o "Lubit" instead of "Letter" instead of "Letter").

In order to eliminate this type of dysgraphia, it is necessary to work on clear-dry differentiation of sounds that the student cannot distinguish well by ear. And until this skill is well developed, the child will continue to guess the letters representing certain sounds.

Written exercises help to choose the missing letter in the word.

When working on overcoming articulatory-acoustic dysgraphia, special attention should be paid to its formation.

Differentiate between loud and hard-soft consonants by hearing. If the child does not have this skill, it will not only lead to the replacement of letters when writing, but also to the development of a number of grammatical rules of the Russian language.



For example, a child cannot learn the rule of showing the softness of consonants in writing without distinguishing hard and soft consonants according to the ear. On the contrary, he may learn this rule, but not apply it, because he always doubts whether to write a soft character in a certain word or not.

To solve this problem, you can offer the child the following exercises:

- read the words, write their diminutive meaning (day by day);
- read words, write them together (egan-archa, horse-horse);
- Sort pictures into houses based on the presence of vowels written in the houses.

Similar exercises are performed with voiced and deaf consonants.

If a child does not distinguish voiced and deaf consonants by ear, it will be difficult for him to master the spelling rule of "doubtful consonants" in the middle and at the end of words (for example, mushroom). The spelling rule for some prefixes is also difficult (signed, escaped).

Written exercises are used as a prerequisite for working on auditory discrimination.

In conclusion, we would like to remind you that the success of the work of speech therapist and primary school teacher depends on close communication. The cooperation of speech therapists, parents and teachers helps to effectively solve the problems of students in mastering writing.

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