



**PROBLEMS OF TEACHING THE SECTION OF SYNTAX IN PRIMARY GRADES**

Yakhshiyeva Latofat  
Bukhara State Pedagogical Institute  
Master student

**Abstract**

This article talks about the problems of learning and teaching syntax elements in elementary grades. Also, the system of placing materials in classes was analyzed. It is written about the conditions and problems of students' formation of basic syntactic concepts.

**Keywords:** syntax, elementary grades, sentences, topics, morphology, phonetics, grammar, students, sentence fragments, mother tongue.

Knowledge of syntax in elementary grades is divided into practical and theoretical knowledge. Practical learning of knowledge about syntax begins in the period of literacy training. In the primary class, "Connection", "Sentence", "Indicative sentence", "Interrogative sentence", "Command sentence", "Emotional sentence", "Simple sentence", "Compound sentence", The topics of "Speech fragments", "Combined parts of speech", "Impulse" are studied theoretically. Various exercises are performed on these topics. One of the important tasks of mother tongue classes in primary grades is to form the skill of conscious use of sentences in expressing thoughts.

Since morphology and lexicon, phonetics and orthography are mastered on the basis of syntax, working on sentences occupies a central place in language learning. A sentence is the main unit of speech, and elementary school students learn about nouns, adjectives, numbers, pronouns, verbs and their important categories in our language based on sentences. Pupils acquire the lexicon of the mother tongue on the basis of sentences. The lexical meaning of a word and its features of use are known in a phrase or a sentence.

A word has one meaning in a sentence (several meanings can be expressed in addition to the sentence). Methodist scientist T.G.Ramzayeva conditionally divides work on sentences in primary grades into five areas:

1. Forming a grammatical understanding of a sentence (teaching important signs of a sentence as a linguistic unit).
2. Teaching the structure of sentences (working on the connection of words in a phrase, working on the grammatical basis of a sentence, the characteristics of primary and secondary clauses, closed and compound sentences).
3. Formation of the ability to use types of sentences according to purpose and tone in students' speech.
4. Developing the ability to use words accurately in a sentence.



5. Forming the skill of writing a sentence correctly (starting it with a capital letter, putting punctuation marks) in written speech.

These five directions of work interact with each other, and each of them is discussed independently only in order to study some aspects of the sentence.

The formation of the ability to learn speech and use it in speech is based on the continuous expansion and enrichment of students' concrete knowledge. If the reader knows any news, then there is a need to inform about this news. He looks for a more convenient form to express his opinion. So, the need to master the sentence more perfectly comes from the requirement of communication.

The topic "Speech" is studied in all classes. The knowledge about the signs of speech is deepened. Pupils move from the elementary idea of the unit of speech expressing an idea - the sentence to the study of the primary and secondary parts of the sentence, the connection of words in the sentence and the cohesive parts of the sentence.

The initial stage of working on the sentence corresponds to the period of literacy training. During this period, students get acquainted with the important features of a sentence (expression of an idea, speaking with a complete tone). If the students cannot separate the main parts of the sentence, they do not know that the sentence is a whole unit of speech. The possessor and participle form the basis of the construction and content of the sentence.

That is why it is better to observe the beginning of the sentence during literacy training. By observing the main parts of the sentence, the students learn to express their thoughts clearly, they develop the ability to separate the sentence from the speech. Depending on the standard of learning the sentence, the idea of its components, in particular, the combination of words, is determined.

Even if the syntactical material studied in the elementary grades is small, during the whole academic year, it is worked on the sentence, being integrated into other subjects.

According to the program, in the 1st grade, students are given elementary concepts about sentences. Practical information is provided on how a sentence expresses a complete idea, a sentence is made up of words and certain punctuation marks are placed at the end of it. In the 2nd grade, students get theoretical understanding of sentences. They learn to separate from the sentence the word that indicates who or what the sentence is said about and what is said about it. In fact, this is where the work on the grammatical basis of the sentence begins and this is a prelude to learning the main clauses.

Grade 3 is a new stage of working on sentences. Pupils move from practical learning of the sentence to learning it as a concept. They will learn the important signs of the sentence. The definition of primary and secondary clauses, possessive and participle terms are introduced.

In this class, a lot of attention is paid to the connection of words in a sentence. Pupils distinguish the basis of the sentence (possession and participle), distinguish secondary clauses and the two words in the sentence (dominant and subordinate words), grammatically, i.e. (link through adverbs) they will find out.

In the 4th grade, the knowledge about the parts of the sentence is expanded by studying the parts of the sentence.



Thus, developing students' imagination about sentence fragments is the leader in mastering the sentence.

First, primary school students learn to divide sentences into two large groups (primary and secondary clauses). In these classes, secondary fragments are not divided into types.

To master the sentence, the essence of the primary and secondary parts is revealed: the main clauses form the grammatical basis of the sentence, the idea is mainly expressed through the grammatical basis of the sentence; and the secondary clauses perform the function of determining and complementing the main clauses. In order to reveal the essence of the secondary clauses, the students analyze the sentence and determine which clause they are referring to and interpreting it. The characteristics of the second-order clauses are clearly visible in the process of expanding the sentence (turning a complex sentence into an extended sentence).

For example, students write the sentence "Swallows came flying." Where to in a sentence to express an idea and when it is assigned to put the words that are the answers to the questions. Pupils perform this task and make sure which part of the sentence (secondary part) expresses the idea more clearly.

Formation of students' ability to determine the connection of words in a sentence is one of the important syntactic and speech skills. A phrase is separated as a part of a sentence, and its important signs are perceived in primary classes. The term "word combination" is not included in the textbooks and is not defined. But young students need to learn the following important signs in practice:

1. A word combination is two words that are connected in terms of content and grammar. For example, there are two phrases in the sentence "Peoples of the world fight for peace":

- 1) peoples of the world;
- 2) they fight for peace.

2. In a word combination, one word is the ruler and the second word is the subordinate. A question is asked from the main word to the subordinate word, and the subordinate word is the word that is the answer to this question. For example, (what?) talented students (where?) joined the club. Possessive and participle are not a combination of words, they form the basis of the sentence.

The skill of separating word combinations in a sentence is formed during a long exercise. For this, a system of exercises aimed at understanding the dependence of one word on another word is used.

1. Spread the word. To do this, determine which part of the sentence requires expansion. For example, to analyze the sentence Trees are blooming, the given possessive and participle (the base of the sentence) are separated. What word should be added to the sentence to say when the trees are blooming?

What part of the sentence is this word? (Secondary section). What part of the sentence is it related to? (depends?) (depends on cutting) When will it bloom? (blooms in spring) Add one more word that explains the owner of the sentence. What kind of sentence was formed? (Fruit trees bloom in spring).



2. Reconstruction of a given sentence with mixed words. First, the basics of the sentence (possessive and participle) are restored (determined), then secondary fragments (word combinations) are "found" and restored with the help of an interrogative. For example, a machine picker picks cotton.

- Who is it about? (About the picker, Who? the picker)

What is said about him? (Picks. The picker picks - head pieces).

- find the word combination using questions. What does he type? (Picks cotton) What does he pick? (Types on the machine).

Then the convenient order of words in the sentence is determined. (The picker picks the cotton by machine). Work on the tone of speech.

3. Separate sentences from continuous (without punctuation) text. In order for this type of exercise to be conscious, it is necessary to separate the initial parts of each sentence and word combinations.

4. Analyze the sentence and make a scheme. When analyzing a sentence, its base is first separated, then a second-level clause explaining the possessor, a second-level clause explaining the participle and a second-level clause explaining another secondary clause are separated. Thus, word combinations are gradually defined.

5. Compose a sentence based on the scheme or questions given by the teacher: who? what does (The doctor heals the sick).

The issue of syntax has been studied since ancient times and the issues of syntax are still relevant.

Syntax is considered a part of the science of grammar. It is known that the science of grammar consists of two parts, i.e. morphology and syntax.

English, Russian and Uzbek scientists have approached the definition of syntax in a comprehensive way. In particular, the Russian scientist V.V.Vinogradov considers syntax to be a science that studies the rules and methods of combining words and sentences, as well as word combinations, their structure, function and laws of development.

"The scientist says that the characteristic feature of syntax is that each object of its study functions as a structural element of a grammatical unit higher than itself: a word and its forms are a word and a sentence, a combination of words of various common sentences and within a sentence, in turn, a simple sentence serves as a structural element of a compound sentence.

Thus, it confirms that syntax is the object of learning. Nowadays, the theory and teachings of V.Vinogradov have found their place in the textbooks of secondary schools, that is, the ideas of this scientist are relied upon in the education of schoolchildren.

The syntax of the Uzbek language as a separate branch of linguistics was first studied by Fitrat under the term "nahv".

After that, H.Qayumiy and S.Dolimov also wrote a two-part work "Grammatika" and named the second part "Nahv". Speech theory has also been widely studied by various researchers.

Language performs its communicative function through a syntactic device - a sentence. All phonetic, lexical, morphological phenomena in the language serve this syntactic construction. However, among them, the participation of lexicon and morphology in the grammatical construction of the language is unique.



After all, we see a word and a morphological indicator in any syntactic phenomenon. Therefore, the lexical and morphological factor is relied upon to determine the syntactic essence. In fact, since speech is based on the free combination of words, the rules of word connection and word combination are also studied in syntax. The study of vocabulary is a component of the teaching of the sentence, and cannot be considered separately from it.

Syntax examines not just any combination of words, but the linguistic essence of a free speech combination that enters into the relationship of rulership.

A compound word that is a combination of a word in some way (triangle, morning, to buy), phraseological unit (licked the oil of the snake, the wind did not pass through its tail, disappointed) is left out of the scope of the study of syntax. Because they do not have free association. The term syntax, like the term grammar itself, has two meanings:

- 1) syntactic structure of the language;
- 2) a component of grammar.

Using the term in its second meaning, we use the term syntactic construction for the expression of the first meaning.

A sentence is one of the main components of grammar in all languages. Particular attention is paid to the study of sentence types, problems related to sentence research and issues of comparison and comparison of sentences in different languages. Therefore, comparing and distinguishing sentences and their types in languages belonging to different families and groups is one of the most urgent issues today.

Today, sentences are studied in various areas of linguistics, including contrastive linguistics, areal linguistics, comparative typology, cognitive linguistics, linguistics, and pragmatic linguistics. Of course, the analysis of sentences and their problems in each branch of linguistics requires new approaches and methods. Therefore, the topic of separate study of sentences as the main language unit is noteworthy. The monographs "Vocative category in modern Uzbek language" by B.Orinboyev and "Asymmetry of content and form in simple sentences in Uzbek language" by N.Mahmudov were significant in improving the syntax of Uzbek simple sentences.

Academicians G.Abdurahmonov and M.Askarov have made a great contribution to the formation of the syntax of the Uzbek language.

Conjunctions in Uzbek began to be studied separately with the work "Compilation of Conjunctive Sentences in Modern Uzbek Language" dedicated to the study of Uzbek language conjunctions.

In 1955, F.Kamal published the book "Problems on Compound Sentences" in which he gave preliminary information about the status of compound sentences and their classification. It is necessary to show the work of G. Abdurahmanov, dedicated to the study of compound sentences in the Uzbek language. In particular, the scientist divides the clauses into the following groups in terms of content: clauses with determiner, possessor, participle, time, place, cause, condition, goal, without obstacle, result, development, comparison. In turn, comparative clauses are divided into three: comparative, simile, quantity-level clauses. G.Abdurahmanov explains 15 types of conjunctions. [1]



G.Abdurakhmanov, comprehensive interpretation of issues related to non-conjunctive clauses and components, connecting conjunctions, non-conjunctive clauses and their components such as cause, result, condition, complex clauses and their types did. Professor G.Abdurakhmanov deeply studied the theory of compound sentences and issues related to them and even paid attention to issues that foreign experts did not pay attention to. As an example, he gives the following definition of compound sentences: "The difficulty in distinguishing between simple and compound sentences is that some syntactic constructions have only one owner - the subject, but a compound sentence is considered, because the parts that make up such a construction are also Grammatical, it is seen that it is semantically independent; each of the parts that make up this construction represents a certain completeness of thought, they have the properties of predicativeness and modality. [2]

The study of compound sentences The study of compound sentences was continued in the works of L.Askarova. The scientist divides compound sentences into connected, followed and non-connected types. He compared and contrasted the types of conjunctions recommended by G.Abdurahmanov.

In addition, A.Berdaliyev introduced concepts of systematic linguistics such as similarity (paradigmatics), syntactic contradictions (opposition) into the field of syntax of compound sentences. However, A.Berdaliyev's work did not address the issues of separation and classification of compound sentences.

This issue can be seen in the works of G.Abdurahmonov, M. Askarova and N.Turniyozov. In his works, A.Nurmonov studied compound sentences from the point of view of content and paid attention to issues such as the propositional aspect, predicative devices and communicative aspect of the semantic system of sentences.

In her research, R.Sayfullayeva interpreted compound sentences substantively. Nowadays, the theory of compound sentences is widely studied. In particular, Professor G.Hoshimov expresses the special importance of researching compound sentences in terms of volume.

The scientist divides compound sentences into the following types: polytaxema, in turn, collotaxema, parataxema, hypotaxema, hypertaxema, supertaxema, ultrotaxema, architaxema are divided into syncrotaxema (syncrotaxeme).

Many scientists and professors have conducted and are conducting research on the study of compound sentences. It can be seen that comprehensive research of compound sentences is an extremely urgent issue. It seems that the school textbooks of the mother tongue do not have enough theoretical information and exercises aimed at mastering the above-mentioned speech problems.

Special phonetic, lexical, morphemic, morphological, syntactic and stylistic exercises, pronunciation of sounds and additions, which are almost not paid attention to in today's textbooks and manuals, in order to bring these problems to a literary standard in the speech of the students of the listed regions. There is a need to develop a system of special exercises and tasks related to the formation of the skills of choosing word valences and forming correct sentences with the effective use of linguistic units in the process of word formation and sentence formation. If linguists use the help of psychologists in creating a textbook, the chances of achieving positive results would be significantly increased. Because the psychologist has



sufficient and comprehensive information about the problems related to the student's age and mentality and their solution, topics and activities that are interesting for them based on their age. This makes the textbook more interesting and valuable for the student.

Improving the quality of textbooks requires a radical reform not only of its design, but also of the content of the subject. It is gratifying that important changes in the creation of textbooks have been observed in recent years.

We would like to express our deep gratitude to our linguists who are constantly searching in this regard and invite them to cooperate with practicing teachers.

### References

1. Мухин А.М. Синтаксический анализ и проблемы уровней языка. - Л.: Наука, 1980. - 304 с.
2. Попова З.Д. Может ли обойтись синтаксис без учения о членах предложения // Вопросы языкознания, № 5, 1984. – С. 69.
3. Рословец Я.И. О второстепенных членах предложения и их синтаксических функциях // Вопросы языкознания. № 3, 1976. – С. 74.
4. Сайфуллаев А.Р. Семантико-грамматические особенности членов предложения в современном узбекском языке. – Ташкент, 1984. – 98 с, 70-118, Автореф. докт. дисс. – Ташкент, 2001.
5. Теньер Л. Основа структурного синтаксиса: Перевод с франц. -Редкол.: Г.В. Степанов (Предисловие) и др. - Вступ. статья и общ. ред. В.Г. Гака. - М.: Прогресс, 1988. - 656 с.