



 Research Article

SYLLABLE CONCEPT IN PRIMARY CLASSES

Submission Date: February 14, 2024, **Accepted Date:** February 19, 2024,

Published Date: February 24, 2024

Crossref doi: <https://doi.org/10.37547/ijasr-04-02-14>

Journal Website:
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Jorayeva Shodiya

3rd Stage Student At Farsu, Uzbekistan

ABSTRACT

This article provides general information about the syllable, its use and application in primary classes. You can also find examples and explanations of information about syllables and methods of explaining them to young students.

KEYWORDS

Syllable, method, grammar, open syllable, closed syllable, clapping method.

INTRODUCTION

SYLLABLE. A single sound or a combination of several sounds pronounced with one air blow is called a syllable. The number of syllables in a word depends on the number of vowels in it. The number of syllables is the same as the number of vowels in the word. If syllables end with a vowel sound (o-na, a-ka, mu-sho-i-ra), it is considered an open syllable. If it ends with a consonant (mak-tab, meh-nat), it is considered a closed syllable. In

the Uzbek language, adding suffixes to words can lead to a change in their division into syllables: qishloq, qishlog'imiz, ona, o-nam-ga. In Uzbek, words do not begin with double vowels or double consonants, and at the end of the word, no more than two consonants can be found side by side, and the last of the double consonants is dropped in pronunciation: like past, baland, Samarqand, Toshkent.

Since the syllable is a complex concept, its rule is not given in primary classes. According to the program, students are required to develop the ability to divide words into syllables. When dividing a word into syllables, students use the principle that there are as many syllables as there are vowels in a word. They form this concept during literacy training. Children first find the vowel in the written word, then divide it into as many parts (syllables) as there are vowels in the word. Dividing into syllables, as well as, according to the teacher's task, exercises for choosing words with certain syllables are conducted in each lesson. Forming the skill of dividing the word into syllables correctly and quickly is one of the important exercises conducted in the 1st grade. Students rely on this skill to master reading and writing. The syllable principle is the leading principle in Uzbek graphics. To spell a word correctly, the student first divides it into syllables. Determines the interaction of sounds in syllables, uses the necessary letters to represent consonants and vowels. The reader will discuss: The word "Vatan" has two syllables. To the first syllable and; that is, we write the letters v, a, tan to the second syllable; that is, we write the letters t, a, n. If the student has the ability to divide the word into syllables, clearly visualize the position and order of each sound in the syllable, and say it in syllables, then He can write the letters in z without omitting them or replacing them. Therefore, to work on syllables, it is necessary to include the exercises of copying words by syllables, writing with dictation by syllables (writing with explanations by syllables). Secondly, the ability to divide the meaning of the

word into syllables is necessary for students to correctly move the part of the word that does not fit in the previous line to the next line. Learners "Words are moved syllabically from one path to the next" and "A single-letter syllable is left in the previous path or cannot be moved to the next path " in the 1st grade, they learn the basic rules of moving syllables. The first rule, which seems simple, needs to be strengthened with a lot of exercises, for example, words such as maktab, Ra'no, singil, which correspond to the rule of dividing the word into syllables and moving syllables. Children especially have a hard time dividing words like singil, ko'ngil, tongi into syllables, because in these words, one voiced consonant sound is represented by the letter combination ng. When dividing these words into syllables, these two letters should remain in the previous syllable, as in the words sing-lim, kong-lim, tong-gi, or si-ngil, kon-ngil, should be moved to the next syllable, as in the words tongi (A letter representing one sound cannot be divided into two). The next rule requires more training and strengthening, as in the case of words such as brother, father, family, defense, and reading. These rules will be reinforced in the next classes with examples of new and more complex words. According to the program, when dividing and moving words with a stop sign (words like ma'no, sun'iy) into syllables, stop sign is always in the first syllable, like katta, ikki when two identical consonant words are divided into syllables, one of the two identical consonants remains in the previous syllable, and the other one moves to the next syllable (such as kat-ta, ik-ki) students are taught in the 2nd grade.

In elementary grades, the topic of syllables is given in the 1st grade (Part 1), 2nd grade (Part 2) textbooks.

The subject of the syllable is the first and main part of the grammar of the native language. It is

very important for the student to know the important rules of how a syllable is formed, how it is written, and how it is moved from line to line.

For example:

Class 1 Part 1 Pages 58-59

Words are divided into syllables.

Maktab mak-tab

Only vowels form syllables. Words are divided into syllables as many as there are vowels.

For example: o-na, o-ta, a-ka, bo-la-lar-ning, ki-to-bi-miz, mak-ta-bi-miz-ga.

60 PAGE

An open syllable	Close syllable
A syllable that ends with a vowel: Ta-la-ba, ki-tob.	A syllable that ends with a consonant: Meh-nat-se-var.

We know that joints are divided into two groups: open joint and closed joint. There is also a situation given in the form of a table above. It is the most effective way to explain this rule to young students through examples. In the textbook, exercises are mainly given through texts. During the lesson, the student can read the text by himself, hyphenate each word and divide it into open and closed syllables.

Pages 64-65.

When the words do not fit in the line, the syllable is moved. A syllable is moved by placing a dash at the end of the line.

When a syllable is moved, a single vowel in a word is not left on the line.

Based on this rule, only exercises related to words are given in the textbook.

For example: Page 64 Exercise 1. Read and write the words syllable by syllable according to the rule of shifting syllables.

Chavandoz musiqa imkoniyat chiroyli xontaxta sarkarda

● Analyze the word Musiqa.

Example:

Sarkarda – 8 sounds, 8 letters,

3 vowels (a,a,a), 5 consonants (s,r,k,r,d),

3 syllables, 3 closed syllables, 1 open syllables.

Pages 66-67.

Letter combinations ч, ш, нг representing one sound are not separated from each other when they are moved to a syllable. For example: de-ngiz, ko-ngil, ish-chan.

Words with a hyphen (-) remain in the first syllable when a syllable is moved.

For example: ma'-no, sa'-va, san'-at, sur'-at.

The same consonant letters that appear consecutively in words are written separately when the syllable is moved.

For example: kat-ta, var-rak, mil-lat, ham-ma, mu-saf-fo, mu-al-lim.

In the second class, the rules of moving syllables are mainly given. In the first grade, students get answers to questions such as what a syllable is, its functions, how it is formed, and in the second grade, they get to know the rules of writing and moving a syllable correctly.

Before moving on to the theoretical part of the lesson, exercises are given in the textbook so that children can consolidate the knowledge they have learned.

Grade 2 Unit 2 Page 34 Exercise 1 Find the mistake in moving the syllable.

mus-huk

voqe-a

da-rs

o'-quvchi

ki-chik

qa-lam

ki-tob

o-na

do'-st

34-page

The word is moved from one line to another by syllables. Da-raxt, ol-cha, va'-da, san'-at.

40-42-pages.

Monosyllabic words are not hyphenated to move from line to line:

Do'st

Dars

Fasl

Kuz

Qish

A combination of letters representing one sound (sh, ch, ng) is copied to the key row as a unit.

Even such two-syllable words do not divide into syllables when moving from line to line.

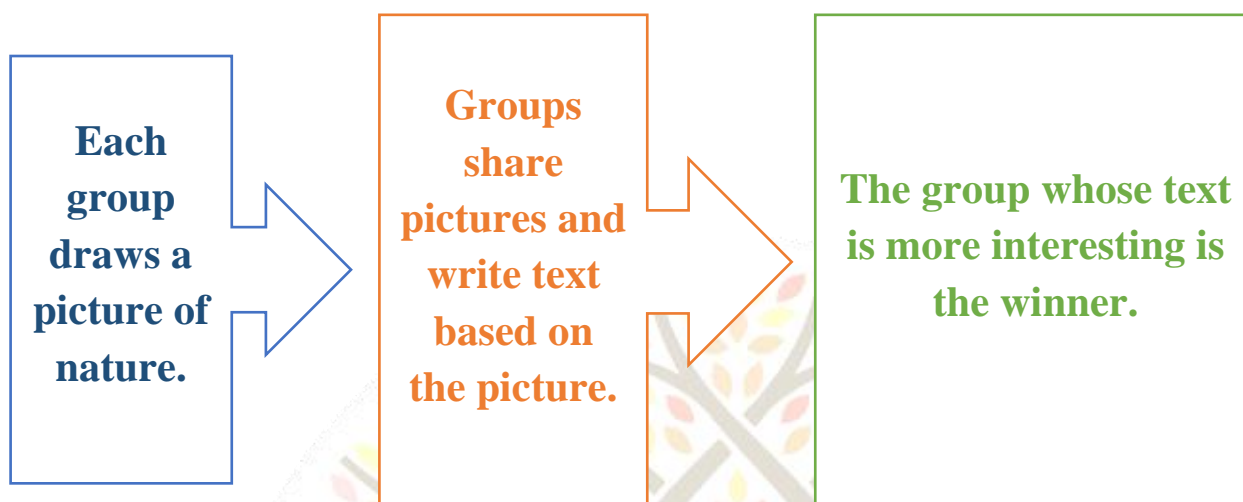
ona

o'rik

ahil

uzum

Based on these rules, several interesting exercises are given. Page 83 Exercise 10. Do it in two groups.



This exercise helps students to focus, create a team environment, and develop unity through this method. Next, if they are given the task of dividing the text they have prepared into syllables, the learned topic will be reinforced, and if the students do it themselves, it will be much more memorable. The syllable is a subject of great importance for the students of the younger age. There are several methods of syllabification and finding out how many syllables a word has. In most cases, children adapt to the widespread method of clapping, and it is a convenient method for them. In addition, there is a method of detection by jaw movement, which is also one of the convenient methods. In this case, we put our right hand under the jaw and pronounce a word, the number of times our jaw hits our hands during the pronunciation process, the words have so many syllables. Thus, the organization of the lesson process through such methods makes it easier for children to master the subject.

In this article, you can find information about syllables, an analysis of rules and exercises on the

subject of syllables in elementary school mother tongue textbooks, as well as methods and tasks that can be used in the course of the lesson, and recommendations.

REFERENCES

1. 1-sinf ona tili darsligi 1-qism.
2. 2-sinf ona tili darsligi 2-qism.
3. Q. Abdullayeva, K. Nazarov, Sh. Yo'ldosheva " Savod o'rgatish darslari"-
4. T.: " O'qituvchi" nashriyoti.
5. K. Qosimova, S. Matchanov, X.G'ulomova " Ona tili o'qitish metodikasi"
6. T.: " Nosir" nashriyoti.
7. Nilufar O. XALQ OG'ZAKI IJODI VOSITASIDA BOSHLANG'ICH SINFLAR O'QUVCHILARINING TALAFFUZI VA NUTQINI O'STIRISH TEXNOLOGIYASI //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 11. – C. 416-423.
8. Zanjabila, A. (2022). FEATURES OF MOTIVATION TO LEARNING ACTIVITY IN



JUNIOR SCHOOL CHILDREN. Gospodarka i Innowacje., 22, 20-16. Olimova ., [25.03.2023 12:53]

9. Qizi O. N. Q. Ways To Work with Difficult Sounds in The Pronunciation of Younger Students //Journal of Pedagogical Inventions and Practices. – 2021. – T. 1. – №. 1. – C. 91-93.

10. Qizi, Olimova Nilufar Kasimjon, and Maftuna Alijonova Mahammadjon Qizi. "The interest of junior school age students and their impact on speech performance." ACADEMICIA: An International Multidisciplinary Research Journal 11.10 (2021): 1861-1864.

