ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

SPECIFIC FEATURES OF TEACHING SYNTAX IN PRIMARY GRADES

O'rozboyeva Dilnoza Alimboy kizi
Teacher at Profi University Tashkent City

Annotation

This article is devoted to the problem of the formation of syntactic concepts of pupils in the lessons of the mother tongue of the primary class**.** In it, the difficulties in the formation of syntactic concepts of students in elementary class native language classes and the specific aspects of overcoming them are highlighted on the basis of experiments.

The key words

are the phenomena of language, the communicative, the lexicon, the phonetics, the orthoepy, the morphology, the syntax, the subject, the noun, the adjective, the connected speech.

One of the most important tasks of teaching the mother tongue at school is to master the rules and norms of using language units and to form the ability to consciously use sentences in speech, expressing one's thoughts as clearly and accurately as possible.

The subject of the mother tongue is aimed at developing students speech (communicative) competence, which includes the ability to think, understand others ideas, and express one's own thoughts orally and in written form correctly and fluently in accordance with the speech situation. It also focuses on developing practical linguistic knowledge related to language structure (phonetics and orthoepy, lexicology, word formation, morphology, syntax, writing and spelling, punctuation, functional styles of speech, and stylistics). In particular, syntactic units play a key role in the full expression of students thoughts.

Syntax is a branch of linguistics that studies word combinations, sentences, and their types. Teaching primary school students to consciously use sentences as the main unit of language implies developing the ability to divide the speech flow into complete structural and semantic units, identify the topic of thought, structurally and intonationally organize ideas, and correctly connect words grammatically. The acquisition of knowledge in phonetics, morphology, vocabulary, and spelling is carried out on the basis of syntactic knowledge. Therefore, in learning the mother tongue, working with syntactic units occupies a central place.

According to many linguists and methodologists of the CIS countries, including V. V. Vinogradov, A. M. Peshkovsky, G. A. Zolotova, P. A. Lekant, V. V. Babaitseva, T. P. Lomtev, V. G. Gak, Shapovalova, L. P. Fedorenko, A. V. Dudnikova, A. Y. Kupalova, G. A. Fomicheva, T. G. Ramzayeva, M. R. Lvov, and others, working on sentences in primary education requires methodological improvement and the development of theoretical and practical teaching methods.

In modern language education, the study of linguistic phenomena is hierarchical. While phonetics represents the lowest level of language study, syntax is considered the highest level. Therefore, in primary grades, it is necessary to teach all sections of the language in an interconnected and step-by-step manner. While forming morphological concepts in primary grades, it is also important to simultaneously develop syntactic concepts.

The significance of working on sentences in primary grades is connected with the fact that the acquisition of morphology, vocabulary, and spelling is carried out on a syntactic basis.

ORIGINAL ARTICLE
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE
ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

A sentence, as a semantic and grammatical unit, expresses the completeness of thought and helps students understand the functions of nouns, adjectives, and verbs within a sentence.

At present, the main difficulty in studying syntax in mother tongue education is that not only primary school students but also students of higher grades often fail to distinguish morphological concepts from syntactic ones. To prevent these difficulties, the teacher must find an appropriate approach to teaching grammatical concepts so that students do not confuse them. One such approach is teaching syntactic concepts in connection with their morphological features. Unfortunately, to date, no specific practical research has been conducted in this area. There is still no established methodology for teaching syntactic knowledge in connection with morphological knowledge for teachers. In this regard, our research is of particular relevance.

One of the main competency requirements of the mother tongue curriculum is aimed at developing students speech and improving their speech culture. Teaching a language to a student involves developing, at each grade level, the required skills and abilities in the four main types of speech activity: listening comprehension, speaking, reading, and writing. This includes the ability to independently exchange ideas and express opinions in various speech situations arising in learning and work processes, in the family, and in public places; to comprehend heard material; as well as to obtain information through reading written sources and engage in communication by expressing one's attitude toward events and phenomena. Therefore, correct understanding of sentences and their components, word combinations, and the functions of sentence parts helps students correctly form their thoughts and use grammatical structures accurately.

Syntactic concepts occupy a central place in the system of grammatical concepts studied by primary school students. In primary grades, three syntactic units are studied: word combinations; simple sentences and their types according to communicative purpose; main and secondary parts of the sentence (secondary parts are not given separate terms); sentences with homogeneous parts; and forms of address.

The grammatical knowledge acquired by students in the process of constructing and analyzing sentences helps them consciously use sentences in speech. This, in turn, creates a basis for the logical expression of their thoughts.

Syntactic exercises used in forming syntactic knowledge in primary grades can be classified as follows:

Grade 1: answering questions; composing sentences based on pictures; composing sentences from given words.

Grade 2: answering questions and composing dialogues; orally composing short coherent stories based on pictures and observed objects, birds, plants, and others; composing word combinations and sentences using words denoting objects and persons, places, qualities, and actions; composing word combinations and sentences from given words; restoring texts with omitted punctuation marks; restoring deformed texts.

Grade 3: orally composing stories based on pictures and observed objects, birds, plants, and others; composing sentences using key words; focusing on sentence structure, connections, and syntactic functions of words in a sentence; identifying grammatical bases of sentences; explaining the functions of punctuation marks; drawing diagrams of word connections in a sentence.

Grade 4: identifying grammatical bases of sentences; composing word combinations and sentences from key words; explaining the functions of punctuation marks in sentences; analyzing word combinations and sentences; paying attention to parts of speech, their syntactic functions in the sentence, and types of connections; selecting appropriate words to complete

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

sentences; composing sentences on a given topic and transforming them according to communicative purpose.

Syntactic exercises help generalize theoretical knowledge of syntax, demonstrate the role of language units in speech and communication, assist students in understanding the structure of simple word combinations and sentences, and support the conscious construction of word combinations and sentences.

In addition, these exercises help students understand the syntactic structure of speech, analyze proposed word combinations and sentences, independently construct sentences, and correctly express their thoughts in sentence form. Exercises related to punctuation functions are usually combined with syntactic exercises.

Thus, it is necessary to teach students to understand syntactic concepts simultaneously with the formation of morphological concepts. The syntactic development of children's speech and the development of contextual speech are achieved through studying all syntactic and morphological topics, as well as performing special exercises on constructing word combinations, sentences, and coherent texts. All of this constitutes an integral part of the overall work on developing the speech culture of primary school students.

The acquisition of essential grammatical concepts by students serves as a foundation for understanding the most important laws of the mother tongue system. The formation of grammatical concepts is a long and very complex process for children of primary school age. In working on concept acquisition in primary school, the teacher relies on the linguistic foundations of the studied concept, the psychological and didactic characteristics of the learning process of primary school students, the interrelation between linguistic and intellectual development, and the role of grammatical concepts in children's speech.

We propose dividing the process of mastering syntactic concepts into the following stages:

At the first stage, the teacher must clearly identify the specific features of the educational concept and, based on curriculum requirements, choose how to present new material to students. This represents the most effective way to apply lexical material, methodological tools, and techniques.

At the second stage, after analyzing the theoretical material and identifying the main features of the new concept, it is necessary to establish relationships between these features, determine their common characteristics, and then introduce a new definition.

The third stage involves working on the essence of the concept. By highlighting its features and becoming familiar with the new term, students should learn to clearly formulate the definition and use the acquired knowledge to solve practical problems.

At the fourth stage, to consolidate the newly learned material, students are offered exercises that require identifying the studied concept among other categories of concepts based on features and definitions, thereby developing the ability to apply the concept in practice.

References

1. National Curriculum for the Mother Tongue Subject. For the 2022-2023 Academic Year. Tashkent: Republican Education Center, 2022.
2. Mali, L. D. *Methods of Teaching the Russian Language and Literature in Primary Grades. Introduction. Methods of Teaching Literacy. Methods of Literary Reading: A Textbook.* Penza: PSU Publishing House, 2014. 220 p.
3. Soloveychik, M. S. *Russian Language in Primary Grades. Theory and Practice of Teaching.* Edited by M. S. Soloveychik. Moscow, 2000. 372 p.