

UDC 372.452

https://doi.org/10.33619/2414-2948/91/80

WAYS OF TEACHING THE NATIVE LANGUAGE IN PRIMARY SCHOOL

©*Abalbayeva Zh.*, Batken State University, Batken, Kyrgyzstan, *abalbaevazazgul@gmail.com*

©*Abdibait kyzy B.*, Batken State University, Batken, Kyrgyzstan, *begimaib109@gmail.com*

©*Babanazar kyzy K.*, Batken State University, Batken, Kyrgyzstan, *ainazik.marjan@mail.ru*

СПОСОБЫ ОБУЧЕНИЯ РОДНОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

©*Абалбаева Ж.*, Баткенский государственный университет,
г. Баткен, Кыргызстан, *abalbaevazazgul@gmail.com*

©*Абдибаит кызы Б.*, Баткенский государственный университет,
г. Баткен, Кыргызстан, *begimaib109@gmail.com*

©*Бабаназар кызы К.*, Баткенский государственный университет,
г. Баткен, Кыргызстан, *ainazik.marjan@mail.ru*

Abstract. The ways of teaching and writing the Kyrgyz language in primary school are presented. The problem of teaching children to read and write has always been very acute not only in pedagogy, but also in public life, since popular literacy is its tool in the struggle for culture. Achieving quality spelling skills remains one of the most challenging tasks in primary education. A distinctive feature of any literary language, unlike other types of national language, is the presence of certain norms. The literary language is the highest, exemplary, revised and standardized form of the national language. Vernacular is an unprocessed, unprocessed language, part of which is the literary language, dialects, slang, idioms, proverbs, terms related to the profession, and the individual speech of each of them.

Аннотация. Представлены способы преподавания и написания кыргызского языка в начальных классах. Проблема обучения детей чтению и письму всегда стояла очень остро не только в педагогике, но и в общественной жизни, так как народная грамотность является ее орудием в борьбе за культуру. Достижение качественных орфографических навыков остается одной из самых сложных задач начального образования. Отличительной чертой любого литературного языка, в отличие от других видов национального языка, является наличие определенных норм. Литературный язык есть высшая, образцовая, переработанная и стандартизированная форма национального языка. Просторечие — необработанный, необработанный язык, часть которого составляют литературный язык, диалекты, сленг, идиомы, пословицы, термины, относящиеся к профессии, и индивидуальная речь каждого из них

Keywords: Kyrgyz language, native language, spelling, writing, reading.

Ключевые слова: кыргызский язык, родной язык, орфография, письмо, чтение.

The problem of teaching children to read and write has always been very acute not only in pedagogy, but also in public life, since folk literacy is its tool in the struggle for culture. That is why achieving high-quality spelling skills remains one of the most difficult tasks of primary education. Speaking about the tasks of teaching the Kyrgyz language at school, it is necessary to master the norms of the literary language. As you know, a distinctive feature of any literary language, unlike

other types of national language, is the presence of certain norms. The literary language is the highest, exemplary, processed and standardized form of the national language. A common language is an unprocessed, unprocessed language, part of which consists of literary language, dialects, slang, idioms, proverbs, terms related to the profession, and the individual speech of each of them [1].

Primary school reading classes have a special place in the educational system according to their nature, purpose and tasks. Because at its core are the foundations of literacy and moral-educational education. That is why it is difficult to imagine the education of all other subjects without the education of reading. "Using modern methods of education in elementary school reading classes is necessary to form correct, equal, conscious, expressive reading skills in students, to raise them from ordinary readers to the level of creative readers who think deeply. lift; expand their knowledge about the environment and existence through reading; enrich their worldview; formation of elementary eternal concepts of thinking; reading and understanding any style of text involves acquiring critical and creative thinking skills." "The most important thing for a student is that the child understands that the knowledge he receives and the feelings he develops are necessary and important in life. Reading classes have a special place in this place. In reading lessons, it is necessary to form the skills of reading correctly, quickly, consciously and expressively in students. It is very important to instill in children a love for books, to teach them to use books, to get the necessary knowledge from them, that is, to raise deep-thinking, thoughtful readers who love books and know how to work with books [2].

The norm is uniform and mandatory for all the "rules" of pronunciation and spelling of words, the formation of their forms and the construction of sentences developed in the language with the participation of exemplary literature. Compliance with the norms leads to clarity and clarity, contributes to a better perception of the content of speech. There are pronunciation norms, lexical, grammatical, spelling and others. Spelling norms relate to the specifics of the written form of a literary language. According to the spelling norm, there is a special spelling dictionary, the current updated and supplemented dictionary of which consists of 8000 (eight) thousand words. The spelling dictionary gives the correct spelling of words, and if we are not sure of ourselves and do not spell the word correctly, we can look at the correct spelling of a word from this dictionary. If every teacher worked with a dictionary and taught students the correct spelling of words, starting from elementary school, wherever we wrote, our words would be correct, accurate, even the meanings would intertwine, and our written words would be listed as necklaces.

The formation of spelling literacy of students is one of the main tasks of teaching the Kyrgyz language at school. The importance of this task is due to:

1) spelling literacy is an integral part of a person's general language culture, which attaches importance that is easy to understand both in writing and in communication between one person and another. Nowadays, our children sometimes explain one thing, and what they say means another;

2) the written form of the literary language differs from the oral one by a more complex structure. For example:

<i>Pronunciation</i>	<i>Spelling</i>
агулак	White goat
сатыбалды	bought
угубал	listen
козугарын	mushroom

If we make elementary school students practice the differences between pronunciation and spelling of these words over and over again from the very beginning, the student will see again and

again, his eyes will be saturated, and he will begin to attach importance to the correct spelling of words, not pronunciation.

Teaching the theory of the Kyrgyz language is a big problem for primary school teachers. This is due to the fact that in order to write clearly and correctly in the Kyrgyz literary language, first reading these words and saturating the eyes, and then using the spelling rules, we will be able to correctly build the foundations for students, only then we will contribute to the development of the Kyrgyz language. Spelling (from Greek. spelling (from Greek. orphos – correctly, grapho — I write) is a branch of linguistics that teaches a system of rules established for the uniform spelling of words of a certain language and their significant parts. This term comes from the Greek words "orphos", which means "correctly", and "grapho", which means "I write".

1) the historically established system of uniform spelling of words in the language in accordance with the norm used in writing.

2) a branch of linguistics that defines and develops a system of rules that ensure uniform spelling in accordance with the norms [1].

The principles of spelling determine how a particular word is written, why it is written in this way, and establish the basis for their selective spelling where there are orthograms, variants. Therefore, on the basis of these principles, spelling rules are developed and generalizing requirements are established.

The main central problem of spelling is the question of which graphic symbol - letter to designate this sound in a sound letter, which alphabet to create. While some spelling issues are determined depending on the graphical system of the language, the spelling system of the language is completely determined according to the principles of spelling. However, not all languages use the same principles, each written language uses its own principle depending on its typological structure, and the basic principle may also differ.

In linguistics, spelling rules are being developed today, guided by phonetic (phonemic), morphological, traditional, symbolic (differentiating, differentiating) principles. This is called an orthographic norm and is approved as a document of national significance and a mandatory rule, specially designed to ensure uniformity in spelling, unification of various changes in sounds, words, morphemes, their sequence, punctuation system.

In the Kyrgyz language, words, their structural parts, their sequences with each other are written basically the same way as they are pronounced. Therefore, because of this, in the Kyrgyz language, root words are written mainly according to the phonetic principle: father, mother, mother, child, big, small, he, it, saddle, er, gorenje, mountain, water, earth.

Phonetic and grammatical internal patterns of language in accordance with the very characteristic alternation of pronunciation of vowels and consonants within the combination of two morphemes. This is due to their linguistic, acoustic, articulatory features. Because of this, the members of the word change, on the one hand, the multivariate, vowel type, on the other hand, there are also cases when it even changes the original form of the base in which it continues. For example, the ability of some of the members varies from 8 to 12 variants with respect to vowels and consonants in the base. It is impossible to do all this in one line and write only the original version at all. Therefore, it is considered the norm of spelling that they are written phonemically the way they are pronounced. According to the phonetic principle, some borrowed words are written with a phonetic change: newspaper, region, derektir, samoor, puddle, bed, batinka, doctor, belet [3].

Another of the spelling principles of the language is the morphological principle. According to this principle, phonetically altered pronunciation of root words in relation to sounds in a neighboring word or with the continuation of the root term is not an orthographic norm, and their

original phonetic structure consisting of root words is an orthographic norm. Consequently, this principle is not based on changing the pronunciation of the vowel base, but ensures its identical spelling in all cases. Therefore, the morphological principle is governed by the modified phonemic pose of the root, i.e. the morphological principle does not apply to all parts (morphemes) of a word. He controls the writing of the basics when the penis continues: unstressed – unstressed, unstressed – unstressed, unstressed – unstressed, tumma – tunma, tumbu – night, tassal – stone, eyebrows – escape, ears – without tips, hair – hairy [1].

The appearance of such words, the pronunciation and spelling of which differ slightly from each other, is associated with a positional change in consonant sounds within two morphemes. This is the language's own internal regularity. In accordance with this, in the Kyrgyz language, within two morphemes, the root is written according to the morphological principle, preserving the original phonemic position. Therefore, in the orthography of the Kyrgyz language, the root word and the members standing separately are written phonetically (phonemically), and the root word within the two morphemes is written according to the morphological principle. When writing the same word consisting of two morphemes, both phonetic and morphological principles are used.

In addition, borrowed words of the Kyrgyz language are written according to the traditional principle. Because, on the one hand, what is traditionally written in their language is written unchanged, and on the other hand, what is accepted orally is written in the historical form adopted in the 20-30s: oven, bulush, samor, puddle, bed, starchyn, belet, iron, kettle, batin, etc.

When we start teaching 1st grade students to write, read, it is best to teach them the same way as it is written in this spelling dictionary. Development of the Kyrgyz language the first thing you need to do is to practice the correct writing. Integrate the writing lesson with the alphabet lesson according to the requirements of the present tense to correctly spell words that are spelled differently when written and have changes in vowels when pronounced, and you can create your own images using if we could combine everything together into one system by drawing in drawing lessons, we could get a great result from all the efforts we put in. Even if we teach students wrongly ourselves, it can't be fixed later.

Thus, one of the main problems of teaching the Kyrgyz language remains the issue of improving spelling literacy of students. Of particular importance is the development of spelling skills based on the conscious application of grammatical knowledge, the application of spelling rules involving active mental activity of students.

References:

1. Karasaev, Kh. K. (1987). Orfograficheskiy slovar'. Frunze. (in Russian).
2. Butler, Y. G. (2007). Factors associated with the notion that native speakers are the ideal language teachers: An examination of elementary school teachers in Japan. *JALT journal*, 29(1), 7.
3. Chokosheva, B. S. (2016). Ispol'zovanie interaktivnoi strategii sinkvein pri obuchenii kyrgyzskomu yazyku v nachal'nykh klassakh posredstvom teksta. *Problemy sovremennoi nauki i obrazovaniya*, (24 (66)), 49-52. (in Russian).

Список литературы:

1. Карасаев Х. К. Орфографический словарь. Фрунзе: Мектеп, 1987. 140 с.
2. Butler Y. G. Factors associated with the notion that native speakers are the ideal language teachers: An examination of elementary school teachers in Japan //JALT journal. – 2007. – Т. 29. – №. 1. – С. 7.
3. Чокошева Б. С. Использование интерактивной стратегии синквейн при обучении

кыргызскому языку в начальных классах посредством текста // Проблемы современной науки и образования. 2016. №24 (66). С. 49-52.

*Работа поступила
в редакцию 23.04.2023 г.*

*Принята к публикации
30.04.2023 г.*

Ссылка для цитирования:

Abalbayeva Zh., Abdibait kyzy B., Babanazar kyzy K. Ways of Teaching the Native Language in Primary School // Бюллетень науки и практики. 2023. Т. 9. №6. С. 627-631. <https://doi.org/10.33619/2414-2948/91/80>

Cite as (APA):

Abalbayeva, Zh., Abdibait kyzy, B., & Babanazar kyzy, K. (2023). Ways of Teaching the Native Language in Primary School. *Bulletin of Science and Practice*, 9(6), 627-631. <https://doi.org/10.33619/2414-2948/91/80>