## **Use of Punctuation in Primary School**

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**Annotation:** The article provides feedback on improving the spelling literacy of primary school students, teaching them the rules of punctuation.

Keywords: communicative literacy, oral and written form, consistency in education.

**Introduction.** The main task of mother tongue education is to teach students to think, to understand the opinions of others and to be able to express the ideas of these ideas orally and in writing, that is, to develop communicative literacy. Therefore, the goal of mother tongue education is to develop a literate person who is socially well-rounded, able to think independently, has a culture of speech and communication.

The main principle in teaching and in teaching the mother tongue in general should be to look for a form that suits the meaning, not the form. Otherwise, these lessons are far from practical and do not arouse the interest of students.

Exercises are the oldest method of reading. It is used in all spheres of human activity. Yu.A. Kamensky, in his book "School of Pansofia", emphasized the importance of exercise and wrote: Students in all classes read and write, repeat and think, direct (from native to foreign) and reverse (from foreign to native) translation, declamation (effective reading of a work of art) and dispute ( scientific debate, defense of one's views).

**Literature review and methodology.** Let's look at the term exercise first. 1. "Exercise" study, work to develop skills, preparatory training. Professional development is a task for the class, - says the "Explanatory Dictionary of the Uzbek language." In our opinion, it is a method of teaching, the content of education1.

One of the didactic tools that develops students' thinking and teaches them to use it independently is a textbook exercise. The results of how we teach are measured by this practical skill. Exercises are of great practical importance, because in this process students recover their knowledge in order to meet the requirements of the exercise, think independently, search creatively, work according to the pattern given in the exercise under the guidance and instructions of the teacher. shows.

Maintaining consistency in teaching, adhering to the didactic principle of perspective work, relying on children's speech experience in teaching a new topic, systematic repetition of lessons learned and the fact that the studied materials will be the basis for explaining new topics, as well as syntax and It is necessary to keep in mind the specifics of teaching punctuation.

It is known that punctuation is a set of rules for the use of punctuation. "Punctuation is also an important means of communication between people, like writing." Although there are few finish marks in primary school, the teacher should work on punctuation in each class on a regular basis.

In introducing punctuation to younger students, the teacher first demonstrates their use and place in written speech. Punctuation explains that it is important to express an idea correctly and understandably to others. For example, in order to introduce the role of the point in an elementary way, a whole text that is not divided into sentences (without punctuation marks) is taught; students are convinced that such a text is difficult to read and understand1.

Punctuation is based on semantic, syntactic, and intonation rules. These three principles interact with each other. When a writer puts a punctuation mark, he first awakens it based on the content of the thought he is expressing. The content aspect of speech also affects the structure of the sentence. Therefore, teaching students to use punctuation is based on a semantic-syntactic principle that defines the use of punctuation in a sentence.

**Discussion and result.** Grade 1 students will be introduced to punctuation, question marks and exclamation marks during literacy classes. Even if the children do not read the "Alphabet", they will make sentences based on the picture.

The teacher explains to them that in pronunciation one sentence is separated from another by a pause, and at the end of the sentence the sound decreases. According to the teacher's task, the children divide a small text of 3-5 sentences into sentences and make sure that pausing between them helps to better understand the content of the story. They begin to pass the correct pronunciation of the sentence. This creates a semantic and intonational basis for introducing a full stop at the end of a sentence. Drawings are used to prepare children for reading in advance. For example, children compose a sentence, count the words in it, and under the guidance of the teacher mark it with lines: We love fairy tales.

The food is cooked.

The teacher explains the following:

- In oral speech, we separate one sentence from another with a pause (each sentence is pronounced). In books and newspapers, a special dot is used to indicate the end of a sentence, the need to lower the volume and pause.

After a few lessons, students begin to read the sentences. They understand that point lowering is a sign to pause. Dotted cards must be used when writing cross letters. When students write a sentence, the teacher reminds them to put a full stop and checks the work. If there is no full stop at the end of the sentence, it is an error. Students explain why they need to put a full stop with the help of the teacher. In this way the ability to put a full stop at the end of a sentence is questioned.

Questionnaires and exclamation marks are also introduced during literacy training. Children read sentences that convey the content of the request. Students are taught to read such sentences by following the tone, i.e. by raising their voice at the end of the sentence. The content and intonation of a sentence require a question mark. Pupils associate punctuation with emotional expression and reading in a particular tone.

In Grade 2, students gain theoretical insights into punctuation, question marks, and exclamation marks as they explore the topics in the Speech section.

In Grade 3, the theoretical concepts of punctuation are deepened. From this point on, students begin to understand that punctuation is placed on a syntactic basis at the end of a sentence.

Putting a full stop in connection with the study of the topic "Darak gap", a question mark in connection with the study of the topic "Questionnaire" and an exhortation in connection with the study of the topic "Undov gap" beigisi-uing is taught to put.

In Grade 4, students will be introduced to the function of commas in sections related to counting tones as they explore the topic of "cohesive parts of speech". For example, we learn to love our mother tongue (at the end of the speech the voice decreases, there is a pause). I, Rano, Alisher love to learn other languages (after the words I, Rano, Alisher) the volume decreases slightly, the message is felt to continue).

Students will also learn how to use a comma when connected to the words of a cohesive participle in a coherent participle sentence.

In the elementary grades, students become practically acquainted with the use of dashes and two dots by working on a variety of exercises. As early as literacy, the teacher draws students' attention to the use of commas, hyphens, and colon, and teaches them to follow punctuation when reading a text. For example, apples, cherries, pears - fruits. A book is a source of knowledge.

When doing word grouping exercises in mother tongue lessons, the teacher introduces the first graders to the practice of putting dashes and colons. The teacher shows that the words listed with clear rnisols are preceded by two dots, each word separated by a comma. In doing so, students say the name of the punctuation mark and gradually begin to use it, even if the teacher does not mention it. Punctuation errors are also avoided before writing text. Thus, the teacher develops punctual alertness in students1.

Syntactic-punctuation analysis, punctuation, punctuation, dictation, punctuation, p

punctuation, punctuation, punctuation, punctuation exercises such as explaining the use of punctuation in descriptions and essays.

In elementary school, "Speech", "Questionnaire", "Command speech", "Emotional speech", "Simple speech", "Parts of speech", "Cohesive parts of speech"

" Motivational sentences "are studied theoretically. Various exercises are performed on these topics.

**Conclusion.** These topics are especially familiar with the use of punctuation, such as full stop, question, exclamation, comma, at the end of the sentence, in the middle.

In view of the following points, we need to constantly reinforce the information about the punctuation section of students in the primary school through exercises. Only then will we achieve our goal.

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