

# Working On Words With An Untested Unstressed Vowel At The Root Of A Word In Elementary School

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**Annotation.** This article will allow primary school teachers to vary their kinds of activity of pupils at lessons of the native language, which will contribute to the enrichment of vocabulary.

Work on spelling literacy of younger students should go in the context of enriching their vocabulary. The article presents a variety of exercises on the Russian language, conducts activities of students in the classroom.

**Keywords:** unchecked vowels, checked vowels, spelling, lexical meaning, dictionary work.

## INTRODUCTION

It is necessary to start working on words with an untested unstressed vowel from the first weeks of first grade training. This period of study is the most fertile ground for starting work on words with an untested unstressed vowel. Because it is at this time that the child learns to distinguish vowels and consonants by ear and correlate them with schemes. First by ear - sounds, and then visually - letters, using schemes. At this point, the concept of "the root of the word" has not yet been introduced.

Since all words during this period are pronounced orthographically, it is possible to pick up vocabulary words of 2-3 grades for children for sound letter analysis in order for these words to be heard by the child, i.e. in his passive reserve. The vocabulary work should gradually include tasks on distinguishing unstressed vowels, voiced and deaf consonants at the root of the word. This is the method of advanced learning, i.e. the key to spelling vigilance.

Sound letter analysis during this period is the most important foundation for the formation of the skill of writing not only words with verifiable and unverifiable unstressed vowels, but it also contributes to the activation of the vocabulary of younger schoolchildren.

I. Good results at this point are given by typing words. To do this, you should have a notebook for printing. The effect is given by printing words in a strict sequence:

We pronounce the word orthographically.

We print it, find the stressed syllable.

We divide into syllables and highlight the adjunction.

We determine how many letters and sounds there are in a word.

Graphically, we write down this word.

Thus, we replenish the vocabulary of the child, and unwittingly get acquainted with new vocabulary words.

An interesting job during this period is working with cards. The card shows subject pictures and children are given tasks.

Find words consisting of 3,4,5,6 sounds, then the words are pronounced orthographically, and the child independently types the word.

In the 2nd grade, vocabulary work acquires new qualities. That is, we begin to introduce vocabulary words according to program learning. And the literacy of the child depends on how we introduce this word.

II. Traditionally, vocabulary words are learned by mechanically memorizing their graphic appearance.

A new word is written on the blackboard, read, analyzed, spelled out several times, and written in a notebook. Then it is repeated many times in the next lesson. This technique focuses on formal memorization and does not provide lasting memorization.

Let's try to change the nature of memorization. Submit a task in the form of a riddle:

Guess who it is about:

In summer he wanders without a road  
Between pines and birches, And in winter he sleeps  
in a den Hiding his nose From the frost. (Bear).

Children guess the riddle, the teacher posts a picture of the riddle, and a card (bear).

What do you know about the bear?

Where does he live?

What does it eat?

Why is a bear considered a treat?

To prove the correctness of the children, the teacher reads the etymology of the word "bear". And confirms the guess of the guys. After that, tasks are offered:

Pronounce by syllables

Write down and put the stress

Highlight orthograms.

Pick up the same root words

Make phrases or sentences.

This technique helps the child to facilitate the memorization of a word with an unstressed vowel, i.e. to lean on or find a support for memorization.

III. Dictation remains the most common type of dictionary work. Here are some types of dictation and the methodology of their implementation. Moreover, dictation can be considered as a training and as a controlling type of work.

Visual dictation with preliminary analysis. Students pronounce

the written word on the card and write it down.

Picture dictation:

Option I - The teacher shows a picture, the children call the word and write it down, highlighting unstressed vowels in it.

Option II - The teacher shows a picture, the children name and explain unstressed vowels in the word, stress and write down the word.

Option III - The teacher shows a picture, the children write down the word themselves.

Selective dictation. It can be pictorial, auditory, visual. The teacher offers the children either picture cards or word cards with missing unstressed vowels, or the words are pronounced by the teacher by ear.

In column I, write down the names of animals, in column 2, write down the names of plants.

In the I column of the word with a vowel - E, in the 2 column of the word with a vowel - C.

Dictation using riddles.

The teacher reads a riddle to the children. Children guess it and write it down, highlighting the spelling.

Dictation from memory. The teacher writes down on the blackboard words denoting, for example: tools; birds; shop; school; clothes; garden and vegetable garden, etc.

Dictation with commentary. The teacher reads the word, the child comments.

Dictation is creative. Replace the expanded definition with one word.

For example: The fourth day of the week is Thursday. Eating in the middle of the day is Lunch. The fruit of an apple tree is an Apple.

Verification can be carried out with the help of signal cards or explanations.

IV. In addition to dictionary dictation, lexical exercises should occupy a significant place in the system of vocabulary work, i.e. exercises that explain the meaning of the studied word to a greater extent.

The following exercises can be suggested.

Read and explain the meaning of the studied word in each sentence: which sentence refers to lilac as a shrub, and which one refers to lilac as a flower of this plant. Lilac (shrub) was planted under our window. The house becomes beautiful in the spring. (M. Ruderman). How fresh and green my garden is! The lilac (flower) blossomed in it. (A.Pleshcheev).

Read and explain the meaning of each of the root words.

Bot and summer has arrived - strawberries have turned red. (M. Ivensen).

Strawberry, strawberry - a little red, a little white flower and a triple leaf. (V. Malkov).

But if you lived near a strawberry patch, then strawberry jam is familiar to you. (M. Yasnov).

This type of exercise ends with the observation of the uniform spelling of the root in single-root words.

Write down only those single-root words (aspen, aspen, aspen, aspen, aspen) that correspond to the following meanings:

- young aspen;
- aspen forest;
- a mushroom with a red or brown - red cap, which can most often be found in an aspen forest.

Read and explain the difference in the meaning of each pair of words. Make sentences with any word: carrot - carrot, yellow - yellowish, black - black, wind - wind, cow - cow, sparkle - sparkle.

Explain who is so called: librarian, tractor driver, combine harvester, telephone operator, driver.

Most often, these exercises can be used at the stage of consolidation, generalization and systematization of students' knowledge about words with untested unstressed vowels. Such exercises enrich and develop the culture of speech of students and foster love for the native word. The language material for such exercises can be proverbs, sayings, riddles, poems.

V. With the help of dictionary work, it is possible to observe the ambiguity of the studied words, their direct and figurative meaning.

For example: Explain the meaning of the highlighted words.

The moon is shining merrily outside the window.

The third month is at the gate, it's a turn to the sun.

Here you can also give tasks on speech development. For example:

- write from memory,
- compose a phrase, a sentence with any of the words.

VI. Introducing children to the lexical meaning of words, the teacher can tell that some words become obsolete and new ones come to replace them.

For example: And the tsar enters the svetlica, the sovereign of that side.

VII. Very interesting is the vocabulary work in the form of a task like "Do you know?"

For example:

How the word tomorrow happened. It was formed by merging the preposition "for" and the noun "morning" in the form of the genitive singular. Two hundred years ago they said: "tomorrow", i.e. the next day.

"Everyone was ready to start a new fight in the morning." (M. Lermontov).

Which of the words appeared in our speech earlier. Justify the answer.

electric locomotive, steam locomotive, diesel locomotive;

cosmonaut, pilot, pilot, aviator;

VIII. Tasks like "It's interesting" develop children's curiosity. Words; battalion commander, commander, brigade commander - compound words, and they are formed by combining two words.

But the words - telephone, telegraph, TV telescope - are interesting to us because the first

part of the syllable came to us from the Greek language and means - far away.

IX. The study of words with unverifiable carbonless vowels makes it possible to introduce children to phraseological units. Phraseological richness gives the teacher the opportunity to show the richness of the Russian language, enrich the speech of children, and skillfully use them.

For example:

I'll ride with the breeze; a hare's soul; a sparrow knee-deep; run at full speed; tongue is slurred; one leg here, the other there."

Why do they say this, for example: "a bear has stepped on my ear; disappear from the horizon."

Explain the meaning of the proverb, for example: "You'll chase two hares, you won't catch one."

But familiarity with the "magic words" (thank you, please, hello) allows children to form the skills of speech etiquette, since these words help to correctly express their attitude to each other.

X. To activate and enrich the vocabulary of students when learning words from the "Dictionary", the teacher can offer games like:

"Who is more": for these words, pick up the same root or adjectives, for example: hero, sand, aspen.

"Who is faster": pick up words that are opposite in meaning, for example: house, day.

"Who is more correct?": who is so called - a driver, tractor driver, agronomist, etc.

"Who is better and more interesting" to make a text description on the topic. For example: "What a pickle! Oh, already this fox!"

Text - narration on the topic, for example: "How to cook salad, vinaigrette."

Text - reasoning, for example: "Why I want to become an artist."

Text - description, for example: "What kind of picture would you draw for the expression - "One foot here - the other there".

XI. When carrying out dictionary work, you can use tasks with the words of the dictionary:

List (write) the names of birds, animals, educational items, etc.

Who will name more (write) words on the topic "Field", "Garden", "Vegetable Garden".

Name words with a soft sign at the end (in the middle) of the word.

Name (write) the words that answer the question what? Who? (II class).

To name (write) masculine, feminine, neuter nouns (class III).

Choose (write) related words to the words: city, class, house.

Form new words using suffixes: - ok, - ik, etc.

Such and similar tasks are performed both orally and in writing.

XII. Answers to questions:

I. Who lives in the forest? 2. Who keeps the classroom clean? 3. What does the cow give us? 4. Where are the workers going? 5. What does the factory produce? 6. Who is a loyal friend of a person? 7. What vegetables grow in the garden? Such tasks are performed in different ways:

I. 3-4 questions are written on a gloss, students write full answers in their notebooks.

II. The teacher dictates questions, children write full answers.

III. The teacher dictates the questions, the students write only the answers (vocabulary words).

XIII. Add suggestions.

I. Cheerfully chirps: (sparrow). 2. Both ... and ... (hare and bear) live in the forest. 3. Lives in a kennel... (dog). 4. Children ride on ... (skating). 5. The capital of our Motherland ... (Moscow). 6. We study ... (Russian). 7. They grow in the beds... (carrots, cabbage, cucumbers). 8. A cold wind blew from the north...(wind).

This type of work is also carried out in different ways.

I. 3-4 sentences are written on the blackboard, and children add words instead of dots.

II. Words for inserts are written by the teacher on the blackboard. The teacher dictates sentences, the children choose the ones they need on the left and add sentences.

III. Students write only the words skipped when dictated by the teacher.

XIV. The use of riddles in vocabulary work.

1. He is friends with people, guards the house. (Dog). 2. Without hands, without legs, and can draw. (Frost). 3. Liquid, not water, white, not snow. (Milk). 4. There is a piece of bread hanging over the grandmother's hut. (month). 5. Small, small, chick-chirp. (Sparrow). 6. Who is standing in the barn, chewing gum, giving milk. (Cow). 7. Black Ivashka, wooden shirt. Where the nose will lead, there will leave a trace. (Pencil).

XV. Work with vocabulary words that are part of phraseological units.

## CONCLUSION

This work not only strengthens spelling skills, but also enriches the child's vocabulary, educates an attentive attitude to the word and language flair. It is proposed to write off and interpret phraseological combinations (sayings), replace synonymous words or phrases with them in the text.

A week without a year (quite recently).

A white crow (an unusual, strange person who stands out greatly among other people).

Protect as the apple of your eye (carefully, carefully protect something).

Throwing words to the wind (talking in vain, thoughtlessly).

Galloping across Europe (superficially, not seriously).

Conducting such types of vocabulary work allows the teacher to interest children in the meaning of the words being studied, enrich the vocabulary of students and form a conscious skill of writing and correct use of difficult words in oral and written speech.

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