

Features Of Formation Of Punctual Abilities And Letters Of Letter Of Letter

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Abstract

This article analyzes the creation of a psychological model for students to master the punctuation of the Russian language. Punctuation errors made by students of Uzbek schools in writing in the Russian language are analyzed. The basics of the correct understanding of written language by students are highlighted. The importance of the correct formulation of punctuation laws in texts and the strong development of written language by the writer is also shown.

Key words: *psychological model, level of punctuation literacy, anticipation and retention. Failed actions, successive and simultaneous recognition of missing characters, lack of necessary characters, written text*

1. Introduction

The aim of the experiment was to test the fundamental possibility of constructing a course of Russian punctuation in an Uzbek school in accordance with our understanding of the psychological mechanisms for the formation of punctually literate letters.

Let us briefly recall his main points. We hypothesized the mechanisms for the formation of punctuation skills in the design of the finished text based on the following data:

1. Theoretical and experimental material available in the works of psychologists belonging to native scientific schools. These are studies that examine the mechanisms of speech, including written speech, the problems of forming skills, rule-shaped actions, the problems of phased formation of actions, methods of mental work, the problem of the ratio of the conditions for performing an action and the composition of ego operations. And finally, works on successive and simultaneous processes. These studies are primarily associated with the names of D. N. Epiphany, P. Ya. Halperin, G.G. Granik, L. Elmeleva, N.I. Zhinkina, V.P. Zinchenko, A.N. Leontiev, N. Kabanova- Meller, N.A. Menchinskaya, S.L. Rubinstein, N.F. Talyzina, P.A. Shevareva, M.S. Shekhter.

2. The material that we obtained as a result of a theoretical analysis of the methodology of teaching the Russian language in an Uzbek school and the diagnosis of the psychological causes of punctuation errors that Uzbek students make in their written works.

It should be specially emphasized on the fact that for the first time a theoretical analysis of the work of psychologists belonging to different scientific schools and considering problems that would seem to be far from the problems of the formation of punctuation skills was carried out in a fundamental study by G.G. Granik. The latest work allowed her author to put forward a fundamentally new hypothesis about the psychological mechanisms of the formation of punctually literate letters.

However, these studies address the problem of the formation of punctuation skills in schools where Russian is the mother tongue for students and where the teaching methodology is based on other psychological ideas than the teaching methodology in Uzbek schools.

Because of this, the solution to our problem required a special study.

When conducting the study, we proceeded from the following position: due to the fact that changing the conditions for performing an action entails a change in the composition of its operations, you should know, firstly, the features of the conditions in which the text is punctuated, and secondly, know the

operational composition of the action leading to punctually literate text.

What creates different conditions for the execution of an action aimed at punctuation of the text?

The difference in conditions is determined by the type of writing.

The traditional teaching of Russian punctuation in both Russian and Uzbek schools is associated with three types of training exercises that are introduced sequentially. Two of these types of training exercises are performed in artificially facilitated training conditions.

These are tasks related to the placement of punctuation marks in the finished text. Only in one of the assignments is the text presented for visual perception (an example of such an assignment: read the text, then rewrite it with punctuation marks), in the other - during the initial auditory perception of the text (various dictations belong to such assignments). the purpose of the action is punctuation of the text.

When performing these tasks, the process of solving punctuation tasks can take place quite slowly (successively). This creates the conditions under which it is possible to carry out the operation of mental reception necessary for applying the punctuation rule.

Creative works (essays) are tasks that simulate real conditions in which punctuation of a self-created text usually proceeds. The purpose of this type of assignment is to generate text, and the punctuation is one of the means of writing it. Due to this, with the help of creative work, it is checked whether the skill of literate writing has formed.

At the same time, it should be emphasized that when performing creative work, the text before it is created is neither heard, nor visually received — punctuation should be made out in the course of its creation, that is, very quickly. In other words, the punctuation design of a self-created text proceeds under different conditions than the design of a finished text.

Under these conditions, it is impossible to carry out the mental reception operations necessary for the application of the punctuation rule because the action takes place with a shortage of time and because there is no text yet. This explains the fact that for the punctuation design of the giving text, a different set of operations of mental reception is required, namely: anticipation and retention in working memory of the rule of consistent semantic-syntactic blocks. Blocks are held by simultaneous recognition of various “orienting signs”. The “orienting signs” include, in particular, alliances and unions and allied words.

However, regardless of the conditions for the execution of the action, punctuation-based writing is based on the rule-shaped actions developed by a person as a result of the mental work techniques developed for him in applying punctuation rules.

As our study showed, it is impossible to pass this stage of the formation of a competent letter, although in the future, with the change in the conditions for the execution of actions, its operational composition should change.

Our study also showed that the main psychological causes of punctuation errors of schoolchildren are related to the fact that the existing methodology for teaching Russian punctuation in an Uzbek school was built without taking into account the psychological patterns of the formation of punctuation literacy: during the training, the stage of forming rule-shaped actions is practically passed.

The study was conducted on the material of a complex proposal. The choice of material is explained by the fact that it is the most important when teaching punctuation of the Russian language in an Uzbek school. On this material, it was possible to prove the fundamental possibility of building a model for teaching Uzbek students on the basis of those psychological mechanisms for the formation of punctuation literacy.

Before starting the experimental training, we checked the level of syntactic and punctuation skills of students in control and experimental classes, which was as follows: students were offered ready-made printed texts in which punctuation marks (commas) were missing.

It turned out that there were no statistically significant differences in the level of syntactic and punctuation skills between students in the control and experimental classes.

This level did not make it possible to build a formative to single out the basis of the proposal.

Since this skill is necessary for solving punctuation problems in a complex sentence, the training experiment was aimed at the formation of such a skill. At the same time, the results of the analysis of the methods for punctuation of complex sentences in Russian were taken into account, which showed that for the competent design of the finished text, a combination of the following skills is required:

- 1) The ability to determine whether a proposal is simple or complex, requiring recognition of the main members and combining them into the basis of the proposal.
- 2) The ability to recognize how the simple sentences are combined in the complex.
- 3) The ability to determine how parts of a complex sentence are located.

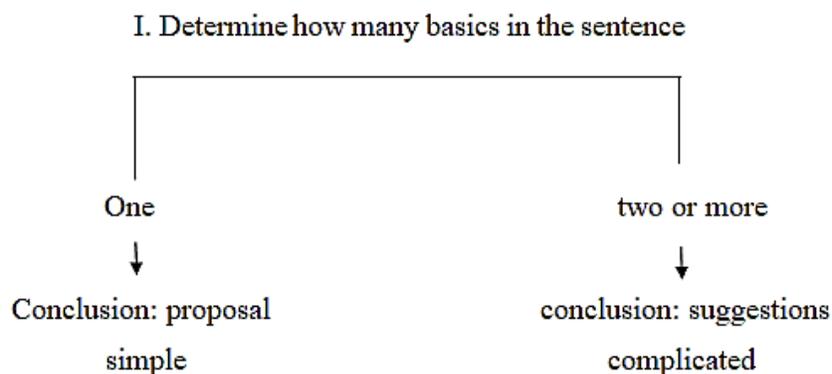
The alternative approach used in the forming experiment consists in recognizing the necessity and feasibility of forming rule-shaped actions based on the recognition of not only conjunctions and allied words, but also other syntactic features, in particular, the semantic-syntactic block - the basis of the sentence.

To form these skills, it was necessary to train students to identify the main members of the sentence and combine them into the core of the block — the basis of the sentence: to determine the type of simple sentence; establish a connection between words and combine the elements of a sentence into semantic-structural blocks dividing a complex sentence into punctuated parts. In these cases, the block is a simple sentence or part of a complex one.

In our experiment, in contrast to the current methodology, students were armed with mental work methods, which made it possible to solve the punctuation problem.

In the control classes, the subjects studied according to the school textbook. In the experimental classes, the study of the material was carried out differently: a work was planned that included several steps.

1-step. Pupils learned to distinguish simple sentences from complex ones. To do this, they had to determine how many foundations (the term “foundation” refers to the main members of a proposal) in a proposal. The line of reasoning was this: one basis - a simple sentence, two or more - a complex sentence. Schematically, it looked like this:

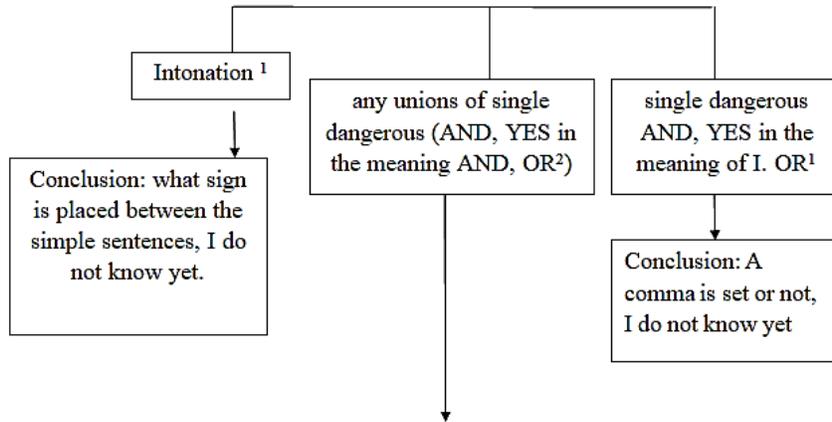


After the ability to recognize the structure of a complex sentence was developed and consolidated, we proceeded to work on step 2. Students were required to determine how the parts of a compound sentence are connected.

The second option of combining parts of a complex sentence led students to a new, 3 step.

Step 3 includes introducing students to options for complex sentence structures with unions and allied words. Students analyzed sentences where the main sentence preceded or followed the subordinate clause.

II. Define how the parts of a complex sentence are connected



The line of reasoning when working with the sentence became more complicated, having included a new mental operation, and now looked like this (see diagram on page 115).

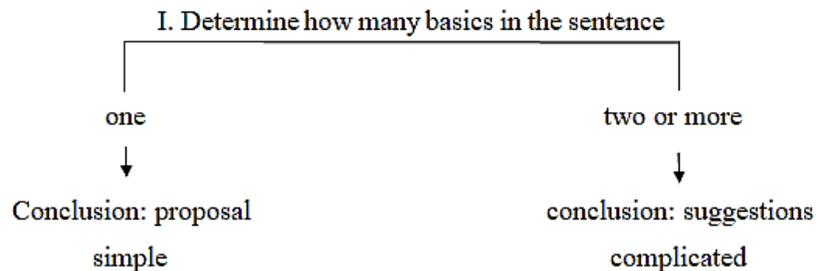
1. Using this reception operation, we learned to recognize all the options for combining simple sentences in a complex sentence in order to prevent further breaking up of developed skills, and prepared for the perception of new knowledge at the next stages of studying a complex sentence.

2. A further line of reasoning is shown below.

Further, in the VIII-X grades, schoolchildren were introduced, and it was so difficult for subordinate sentences in which the subordinate clause was inside the main clause.

After that, students were informed how to put punctuation marks in a complex sentence with unions and allied words.

In its final form, the course of reasoning of students in the analysis of a complex sentence looked like this:



1. Using this reception operation, we learned to recognize all the options for combining simple sentences in complex in order to prevent further breaking and radical restructuring of the developed skills and prepared for the perception of new knowledge at the next stages of studying a complex sentence.

During the training, the dynamics of the formation of punctuation skills was tested by the cut method. Sections were carried out after studying the topic and at the end of the school year. The results of the slices gave an idea of the process of forming punctuation skills. Sections according to the results of the completion of the study of the topic showed the degree of formation of skills; at the end of the school year, the slice made it possible to ascertain the degree of stability of punctuation skills.

When learning by experimental methodology, students of experimental classes performed specially

selected tasks.

The goal of the following five tasks (from 3 to 7) was to develop the ability to recognize, and combine it with the predicate in a block (the basis of the sentence). the composition of the sentence included various variants of words that will be subject in any sentence, as well as various variants of words that in some sentences are subject and in other minor members of the sentence. In the "sets" of individual words, various variants of linguistic phenomena were included, which will not be subject to any sentences, but which may be mistakenly qualified by students as subject.

To prevent fragmented allocation in the sentence of predicates and subject words, the number of tasks consisting of a "set" of words was limited and interspersed with tasks for which it was necessary to combine the corresponding elements of the sentence into a block. And in the beginning, tasks were given to find the basis in the proposal.

After completing each task, the students were asked to perform it again on the same material, and then during the recording of the distinguished elements and blocks of sentences, they made a graphic analysis. This was done in order to develop in schoolchildren the ability to graphically express the operations of his auditory perception during the recording of a sentence.

Then, as with the previous tasks, the students had to write down the distinguished elements and blocks of sentences, making a graphical analysis in the course of recording. The purpose of such additional tasks, as the mind said, is to develop the ability to graphically reflect the operations performed during auditory perception during the recording of a sentence.

Evaluation of the effectiveness of experimental training as a whole was carried out as follows. To check the syntactic and punctuation skills and names, the students of the experimental classes after completing the training were given a test - a written syntactic analysis of the sentence based on the material of the finished printed text. The same work was given to students of control classes.

Written work in both experimental and control classes was carried out in the same way as in traditional training. This was due to the need to put students in the control classes in their usual conditions.

Here are the main results of written work in the experimental and control classes (see tables 5,6 7, 8).

In addition, to check the theoretical and practical tasks on the syntax and punctuation of a complex sentence, at the end of the 1986-1987 academic year, in one of the 8th grade classes at the final exam in the Russian language, each student received an additional ticket with a question, with the help of which the main skill was found out, which, according to our assumptions, should have been formed in schoolchildren as a result of training.

Ability to perform parsing and solve punctuation problems in finished printed text. The formation of this skill was tested with the help of two types of tasks:

1. Verbally analyze the proposal;
2. Schematically depict the syntactic structure of a complex sentence.

Table 1. The number of syntax errors made by students in the test after learning by experimental methods

Classes	Experimental group			Control group		
	amount students	amount mistakes	Average amount mistakes per student	amount students	amount mistakes	average amount mistakes per student
IV	53	164	3,1	51	1142	22,4
V	52	166	3,2	52	1201	23,1
VI	49	176	3,6	50	1275	25,5
VII	53	180	3,4	52	1190	22,9
VII	55	248	4,5	51	1300	25,5

X	50	276	4,8	50	1351	24,1
Total:	312	1210	3,8 \pm 2,5	306	7459	24,9 \pm 9,0 ^x

Table 2: The number of punctuation errors made by students during punctuation of the finished printed text after experimental training

Classes	Experimental group			Control group		
	amount Students	amount mistakes	average amount mistakes per student	amount Students	amount mistakes	average amount mistakes per student
IV	53	143	2,7	51	367	7,2
V	52	151	2,9	52	359	6,9
VI	49	139	2,9	50	376	7,5
VII	53	150	3,0	52	409	7,8
VII	55	169	3,1	51	386	7,6
X	50	141	2,8	50	383	7,7
Total:	312	903	2,9 \pm 1,33	306	2280	7,4 \pm 1,76 ^x

Table 3: The number of students who made mistakes in combining the subject and predicate in the basis of the sentence after experimental training

Groups	Amount subjects in the group	Admitting mistakes	%	Average error per student
Experimental	312	50	16,2	4,4 \pm 3,2
Control	306	223	72,8	28,2 \pm 9,6
The ratio (%) of errors in the experimental and control groups			22,2	15,2

Table 4: Number of students who made punctuation errors after experimental training

Groups	amount subjects in the group	Admitted mistakes	%	Average error per student
Experimental	312	49	16	2,9
Control	306	234	76,5	7,4
The ratio (%) of errors in the experimental and control groups			20,9	4,5

Thus, the level of requirements for syntax and punctuation was significantly higher than for us in the ordinary exam in Russian in the 8th grade.

As can be seen from the materials in the tables, the level of syntactic skills and punctuation literacy of schoolchildren in the experimental classes was much higher than in the control classes. According to the Student criterion, the results shown in Tables 5 and 6 were statistically significant at the levels ($p = 0,001\%$).

An analysis of the tests carried out after the training showed that the students in the control classes retained the same errors that were identified before the training.

- 1) The absence of a comma between the subordinate clause and the main part of the compound sentence, when the clause precedes the main clause.
- 2) Lack of allocation or erroneous allocation of the subordinate part when it is divided into the main part.

3) The absence of a comma before the union AND, connecting the parts of a compound sentence.

The third group consisted of errors when students incorrectly put a punctuation mark and mistakenly solved the syntactic problem.

In the Experimental classes, these errors disappeared altogether. Errors called “extra characters” have been warned. Errors associated with the objective difficulties of linguistic material were reduced to 2.9 per student instead of 7.4 before training.

Thus, the student incorrectly solved the punctuation problem in the sentence by mistaking a comma between the homogeneous subordinate parts of the complex sentence connected by the union I.

We analyzed the causes of errors made in solving syntactic and punctuation problems by schoolchildren in control classes, and showed with a typical example the process of solving one of these problems for students of experimental classes.

If all schoolchildren of the experimental classes had the process of solving any syntactic and punctuation problem proceeding as shown above, these students would not have made mistakes. However, it can be seen from the answers that these students make mistakes, although the number of mistakes they have is much smaller than in the control classes.

The question arises: what are the causes of errors in students studying in the experimental program?

An analysis of the answers of these students during the learning process and the exam, as well as the results of various control tasks and individual diagnostic experiments, showed that students of experimental classes, when solving syntactic and punctuation problems, find the following main disadvantages:

1. Errors in recognition and isolation of the necessary elements of syntactic constructions and in their combination into blocks.
2. A greater or lesser delay in isolating the necessary elements of the syntactic constructions associated with defects of anticipation of the upcoming text.
3. Failures in the retention of elements or blocks of syntactic structures in RAM.

Thus, the causes of errors in the students of the experimental and control classes were the same.

What is the difference between these students, why do students in experimental classes better solve syntactic and punctuation problems?

This difference lies in the fact that among students who studied by experimental methods, the above disadvantages are identified when solving problems on the material of much more complex syntactic constructions. Errors in these students usually arise when solving composite problems, where several syntactic and punctuation problems should be solved simultaneously (one punctuation field is superimposed on another), and repeated switching of attention entails violations of all or part of the above written writing mechanisms.

Сопоставить ответы, даваемые на устном экзамене школьниками экспериментальных и контрольных классов, было невозможно, так как учащимся контрольных классов не предлагались вопросы описанного типа.

1. The results of experimental training presented in this chapter allow us to conclude that the methodology we have created for experimental teaching of punctuation provides:
2. A significant increase in the level of syntactic skills.
3. Increasing punctuation grammar of students in grades 4-10 of Uzbek schools.

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