

## Study Of Case Forms Existing In The Aspect Of Development Of Speech Of Students Of Initial Classes

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**Annotation:** The role and importance of the formation of skills of the correct use of case forms of nouns in the development of oral and written coherent speech of students are shown. The characteristic of the system of exercises performed in the process of studying case forms of nouns in the aspect of speech development is presented.

**Keywords:** nouns, case forms, with and without prepositions, the development of verbal and written coherent speech, learning difficulties, infectivity, the different place of stress, the exercise system, exercise groups, the nature of tasks, sequence of execution.

Case forms of nouns in elementary grades are fully studied, according to the current program of schools in Uzbekistan with the Russian language of instruction, in the third grade [3]. Studying case forms, elementary school students learn the features of nouns in phrases and sentences on a purely practical basis. In this regard, we consider it appropriate to familiarize primary school students with the declension of nouns in the composition of phrases and sentences.

Mastering the declension of nouns in Uzbek schools with the Russian language of instruction is fraught with some difficulties, the main of which is the difference in the grammatical structure of the native and Russian languages. It should be noted that the main contingent of students is made up of representatives of local Turkic-speaking nationalities, among whom Uzbek students dominate [4].

Speaking about the difficulties of learning the prepositional case form of the Russian language by students of Russian schools with a mixed contingent of students, it should be noted that “The Russian language is characterized by developed inflectivity and, along with this, a significant number of prepositions are used to express the connection between words in Russian. At the same time, the same case form is expressed by different inflections ... One common meaning can be expressed by different forms. One case form can express different meanings ... One and the same case can be used with different prepositions. One preposition may be used with different cases”[2].

The presence of three types of declension, grammatical categories of animation and inanimateness, a hard and soft basis of the word, a special system of declension in the plural determines the variety of case endings in the Russian language, which is not typical for Turkic languages in general and for Uzbek, in particular. The difficulties of mastering the case forms of the Russian language also include stress mobility in declension of nouns of all three genders in the singular and plural.

In the Uzbek language, all nouns tend to be of the same type and have a constant stress on the last syllable. For the formation of each case form, there is a certain suffix. The suffixes of cases in the singular and plural forms are the same. And only the suffix - the lar, which is placed before the case suffixes, is an indicator of the plural form. The meanings of the cases of the Uzbek language do not always correspond to the meanings of the cases of the Russian language. In addition, there are no prepositions in the Uzbek language, and existing postpositions cannot always convey the nuances of the meaning conveyed by prepositions in Russian [4].

The noted differences in the grammatical structure of the Russian and native languages explain the mistakes made by primary school students in constructing phrases with dependent nouns.

The most common mistakes are associated with the misuse of nouns, with the omission or, on the contrary, with the excessive use of prepositions, with the use of one preposition instead of the other in the case and case sentences, with incorrect accentuation in some case forms.

Given the difficulties of studying the declension of nouns, as well as taking into account the typical speech errors of students, it is necessary to develop a system of exercises that promote a conscious and effective mastery of the topic and the development of coherent presentation of thoughts in oral and written form.

A study of the school's experience shows that it is advisable to organize grammar education for students in this category as a whole in the aspect of speech development on the basis of syntactic material based on a coherent educational text (adapted or presented in the textbook).

Certain training requirements may be presented for a coherent text. The text, first of all, should be a speech model in relation to compositional structure, content and language design, It should be informative, interesting in content, carry new information, stimulate students' speech utterance. It should contain in sufficient quantities the studied grammatical material. The volume of text should be available to the contingent of students [1/247].

In this regard, it is necessary to prepare exercises based on the vocabulary of the text being studied. Before performing the exercises on the text, vocabulary work was carried out, working out the technique of correct reading, question-answer conversation, drawing up a plan, a brief retelling of the contents according to the plan.

The system of exercises compiled on the basis of a coherent text should contribute, firstly, to the development of the use skill of the studied forms of nouns, i.e. correctly form the studied case form of nouns and accurately use in speech; secondly, the development of correct, unprepared speech of students, caused by need, the purpose of expression.

Exercises can be divided into two groups. The first group includes training exercises in nature, preparing for speech. They should contribute to the firm assimilation of grammatical material and the development of the ability to isolate phrases from the text with studied case forms of nouns, to compose phrases with nouns in the desired case form with and without an excuse, and to correctly use the phrases made in the sentence.

Performing exercises of the first group requires a good knowledge of the declination of nouns by students. Only in this case can they successfully train in the education and use of case forms in speech.

Exercises of the first group can have tasks of the following nature:

1. Tasks for the development of skills and analysis skills taken from the text of verb phrases and their use in speech. They can be formulated as:

- a) extracting from the text of verb phrases formed by the control method;
- b) raising the question from the main word of the phrase to the dependent, determining the grammatical form of the dependent noun; c) allocation of case endings of nouns, explanation of their spelling;
- d) preparation of sentences with phrases extracted from the text.

2. Tasks aimed at the formation of skills of conscious and free choice and use in speech of case forms of nouns with pretexts and without pretexts. These may include:

- a) adding (arranging) case endings of nouns in phrases and sentences;
- b) compiling phrases with a control connection from these words (both components of phrases are offered: a verb and a noun in the initial form, or one of the components in the studied case form), preparation of sentences with composed phrases;
- c) changing the case forms of the same nouns and compiling phrases and sentences with them;

d) replacement in the composition of phrases and sentences of nouns of one declension by nouns of another declension;

d) the preparation of phrases with nouns in different case forms with the same prepositions and sentences with the resulting phrases:

f) the distribution of sentences in the necessary forms of nouns (in different versions):

g) making sentences from words given in initial form.

When performing exercises of this group, it is necessary to pay special attention to the semantic meaning of the studied case forms of nouns with and without prepositions, to the correct statement of stress in case forms and to the spelling of case endings of nouns.

The exercises of the second group are aimed at further improving and automating the skills of using case forms of nouns in speech with and without pretext. Tasks are based on the material of previous exercises, as well as on the vocabulary of a coherent educational text and can be of the following nature:

1. Retelling (exposition) of the text with a change in the character, with the replacement of nouns of one type of declension by nouns of another type of declension, with a change in the number of nouns, if the text allows such changes.

2. Reduction of the educational text. This type of task requires prior preparation. It is preceded by the implementation of tasks aimed at the formation of the ability to highlight the main idea of the text and briefly convey its contents with the necessary linguistic means. These include the following:

a) dividing the text into semantic segments, highlighting in them the main thoughts, their heading and drawing up a plan;

b) the transformation of individual grammatical constructions, replacing them with shorter options;

c) replacing complex sentences with simple ones, several sentences with one;

d) answers to questions on the content of the text.

### 3. Retelling of the training text.

Given the level of preparedness, as well as the degree of development of intellectual abilities, we can offer the task of constructing a coherent text on similar topics with the mandatory use of case forms of nouns.

We believe that the formation of skills for the correct use of case forms of nouns will greatly contribute to the development of oral and written coherent speech of students.

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