

## DIDACTIC CONDITIONS OF WORKING ON PHRASES IN SPEECH DEVELOPMENT OF PRIMARY CLASS STUDENTS

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**Abstract.** *Idioms play an incomparable role in the quality and interesting organization of mother tongue education in primary grades. Phrases can increase the interest of young students in language. Because the colorfulness and imagery in the expressions attract the reader's attention. It is necessary to systematically organize work on phrases in the classes of mother tongue and reading literacy. The effective and liveliness of the student's speech is determined by the appropriate use of language tools in the speech.*

**Key words:** *Phrase, textbook, terms, imagination, stages, language skills, artistic text, mother tongue and reading literacy classes, phraseological unit, phraseological expressions, fixed conjunction, word combination.*

### I. Introduction

The problem of student speech development has always been relevant in the primary education system. Nowadays, the general trends of student speech development, the idea of interdisciplinary speech development, problems of speech communication, several methodological methods of forming the language competence of schoolchildren have been developed and put into practice. The psychological characteristics of the formation of the oral and written speech of a young student, the monologic and dialogic forms of the student's speech are analyzed.

However, observations show that, despite the growing need to develop the student's speech, the speech of children of junior school age is not at the required level. For this reason, it is of great importance to develop a modern and methodologically correctly organized system of methodical works on the development of children's speech.

Attention to the stable formation of our mother tongue allows us to pass on the spirit, history, and traditions of our people to generations. Literary language takes the first place in carrying out the task of passing down the immortal traditions, spiritual wealth, and nationality of the people from generation to generation.

### II. Literature review

Literary language, especially its vocabulary and phraseological wealth, constantly develops, grows and develops, because special terms in the language for things and events that occur as a result of various changes in society. requires it to appear. Based on such objective reasons, new words and phrases appear in the language, and the vocabulary becomes richer. Being a product of folk art, expressions reflect the nature of a certain place, the economic system, history, culture, lifestyle, verbal creativity, art, science, and customs of a particular place and are passed down from generation to generation. goes Phrases make the speech impressive and colorful.

The study of phraseological units is a component of the work on speech culture, which raises the problem of developing its content and methodology. Because our students' low level of verbal literacy, inability to fully express their thoughts verbally and in writing, lack of expressiveness in their speech, inappropriate and incorrect use of linguistic tools determine the urgency of this problem. Unfortunately, such cases have been happening a lot in recent years. Therefore, it is necessary to teach young students from the school age to use not only words, but also language tools to express their opinion.

Stative combinations can be effectively used to attract a student who has absorbed various information from television, computer, laptop, tablet, telephone, and whose attention is scattered to speech lessons. In particular, expressions quickly attract the reader's attention with their portability, imagery and coloring.

Phrases are a complex lexical unit of language that makes speech lively, impressive and expressive. Learning phraseology is an external stage of language acquisition, so this stage is not easy.

The fact is that each word in a phraseological unit has a separate meaning, but expresses one common meaning, which requires the reader to memorize the phrase in its entirety: that is, the words contained in the phrase, as well as the meaning he will have to remember his name. Teaching not only to remember, but also to actively and productively use it in a speech situation is a very complicated process. The student should be able to choose an appropriate phrase in his speech, understand the figurative basis of it; what meaning the phrase expresses, what kind of rhetorical coloring it has, etc.

### III. Analysis

Imagination is born as a reflection of reality. In order to use the phrase in speech, the student must be able to imagine the colorfulness in it. In order to imagine a reality phenomenon in the form of an image, a primary school student must, firstly, rely on knowledge about this reality, and secondly, have an imagination.

Imagination usually occurs through "double observation".

For example, a horse is usually ridden with a harness. Then riding a horse does not tire a person, it makes riding a horse more comfortable.

There are people who, even after losing their position, still behave like a boss or a leader and despise others. On this basis, the saying " *otdan tushsa ham egardan tushmaydi* [even if he gets off the horse, he does not get off the saddle]" is used among people like this. In this case, the first image is a metaphor for the second case and unites them. As a result, a vivid image appears. In order for young students to better understand the figurative and figurative meaning of the phrase, it is necessary to develop their imagination.

Imagination is a psychological process of creating an image of objects, situations and situations by bringing personal knowledge into a new harmony. The reflection and embodiment of a perceived, felt thing or event in a person's mind. [16. 211] Imagination is a person's knowledge and understanding of things, events, etc., based on experience [17, 130].

Imagination arises in a person in the process of practical activity. The richer a person's experience, the more knowledge he has, the more colorful his impressions, the higher the possibility of combining images in the mind.

There are two types of imagination - retroactive and creative imagination.

Re-imagination is a re-created image based on the system of perceived symbols. Text, numbers, graphic images, etc. from the textbook can be used for this. The quality of the image depends on the initial information. When reading fiction, imagination is formed through linguistic means. Using metaphor, metonymy, synecdoche, simile, animation, and simile, figurative language enables imagination because it brings to life the reader's extensive knowledge and personal experience. Reimagining knowledge is also related to the student's mastery and quality of knowledge.

Creative imagination is the creation of a new, unique image or idea. One of the methods of creative imagination is analogy. Its essence is that the created image consists in creating an image similar to something unique, an existing thing, a person or an action [16. 211].

In a person without imagination, neither thought nor speech, which is its expression, emerges. For example, it is known to everyone that life is reflected with the help of images and scenes in

fiction. These images and scenes that affect a person's thoughts and feelings and excite him are described through words, phrases and sentences made up of them. Reading these words and phrases, the reader feels as if he sees those events and is influenced by them. Phraseological expressions, which are considered sharp figurative tools of the language, are also one of the tools that clearly restore the images and scenes in the work in the reader's mind, embodying them in their own way. Phrases are therefore valuable, they express the essence of events figuratively and concisely, their meaning is multifaceted and at the same time very impressive.

We can first notice the expressiveness and imagery of our language through these expressions. In their works, writers widely use the figurative feature of phraseological expressions to describe abstract events clearly, succinctly, figuratively, and to make the character traits of characters memorable and impressive. Idioms are especially widely used in creating satire and humor, sarcasm, sarcasm, and exposing vices with ironic laughter. Strong expressiveness, imagery makes phrases an active tool of language, ensures that they are a sharp and concise visual tool in oral speech, fiction and journalism. By introducing phraseological expressions into the literary material, the writer draws the social characteristics of the depicted image, individualizes the speech of the characters, and creates an emotional-comprehensive image of people, events, and appearances. Phrases give an expressive-emotional color to the thought expressed and show the attitude of the speaker to the object of speech. Therefore, in any context, the primary and main purpose of using a phrase that is substituted for a word as its synonym is to give a stylistic color to the thought.

This means that a phraseological expression finds its true expression only in stylistics. The place of phrases in artistic speech is determined by this. Whether it is a lively folk phrase actively used in colloquial speech, a skillfully used or modified phrase in the language of a work of art - in short, all phraseological phrases are a very impressive figurative vocabulary that decorates our speech. [6. 6.]

The development of imagination helps to understand and correctly use phraseological units in speech. The task of the pedagogical process in the teaching of various academic subjects is to develop the imagination of bright colorful images in the student.

It should also be noted that in the process of learning phrases, students of junior school age develop their imagination. Because stable compounds develop mental aspects of thinking and speech in the student.

Working on stable compounds is of great importance in the development of the student's speech. A primary school student should be focused not only on mastering certain knowledge in the field of science, but also on increasing his linguistic sense, sensitivity to language, and gathering creative speech experience. Working on phraseological units and systematically activating them in the student's speech is the main solution to this goal.

The active use of expressions in our native language in speech not only develops the student's vocabulary, but also provides figurativeness of the speech, expands the student's worldview, and increases his interest in fiction. At the same time, it is also a means of acquiring new knowledge that is not related to the mother tongue.

The teacher should develop a careful plan for systematic teaching of phrases to students. Because not every lesson will have the opportunity to work on this problem. In the classes of mother tongue and reading literacy, the text analysis focuses on the explanation of phrases and gives knowledge about their meaning. A dictionary of phrases is worked on, a system of creative tasks is used to activate phrases in students' speech [15. 211].

Phraseology (Phrasis - expression + logos - doctrine) is the science of complex linguistic units with a stable character. The entire set of complex stable units is called phraseological units.

A group of stable compounds is combined in terms of words and meanings, creating meaningful integrity. Often the meaning is equal to one word and is portable. Such a stable combination of words is a phrase (phraseological unit).

A special branch of linguistics that studies phrases is called phraseology.

A phraseological compound (phrase) is a figurative, attractive stable compound whose part is stabilized in a fixed pattern, and which, in a figurative sense, acts as a whole part in a sentence is called a phraseological compound [5. 176].

Phrases are a bright and figurative tool of language, so writers and poets use them effectively in their works. It is this feature that forces the authors of elementary school textbooks to include phraseological units in the content of the educational material. Because most of the works of children's literature (poems, parables, fairy tales, stories, narratives) contain a lot of expressions. At the same time, primary school teachers regularly use expressions in their speech. One of the most effective ways to attract the attention of a young student is to use phrases in speech. But this is the first side of the problem.

The other side of the problem is the teaching of the inexhaustible wealth of our speech - phrases, in teachers' mother tongue and reading literacy classes (as possible in all other classes). Continuous interpretation of phrases found in textbooks, children's literature, speech, and activation in student's speech is one of the main tasks before the teacher.

Working on stable combinations of our native language forms the student's ability to think abstractly. Abstraction is a constructive component of a child's mental activity, because it is possible to form and generalize concepts through it. Etymological review of phraseological units, finding the real source of each image helps to create a basis for research activities, which can be useful for children in further education.

In many cases, students misinterpret the meaning of expressions found in speech and works, and sometimes they do not understand at all. Researches show that 1st-4th graders have almost no idea about the phraseological units of the language, they do not know how to use them in oral and written speech, even if some of them use phrases in their speech, these stable units are "phrases"; does not have any information about what is called, does not understand the lexical meaning of phraseological units, can use the phrase in written or oral speech only by relying on specific guiding concepts. [15. 210].

A lot of practical work on teaching phrases has been carried out abroad. Including B. H. Collins, R. Gibbs, K. L. Nelson, R. Dj. Dixon, M. Philip Prinz, Marvin Terban (English language), H. Griesbach, D. Schultz (German language) have done significant work on teaching phraseology.

Y. D. Shevlyakova first developed the methodology of teaching phrases in primary classes among the CIS countries in 1969. From this period until now, A. M. Borodich, S. V. Sisoyeva, N. V. Gavrish, O.S. Scientists such as Ushakova, M.A. Kovrova also conducted scientific research on the activation of phrases in the student's speech. The practical significance of these researches is that not only elementary school students, but also children of kindergarten age have been developed methods of introducing phrases: development of figurative and lively speech of children of junior school age, vocabulary of words and phrases such methods as determining content and size, teaching to master the figurative meaning of words have been researched.

#### IV. Discussion

The modern methodology of developing the speech of students of junior school age is one of the priority goals of education. "Beautiful speech" is determined by the effective use of various (proverbs, proverbs, expressions, similes, metaphors) mobile devices of the native language, and the high level of their appropriate use in speech.

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We often face various problems in the lexical analysis of words in native language and reading classes. Syntactic analysis of the word makes this situation even more difficult. A young student's lack of vocabulary often interferes with the acquisition of spelling knowledge. As a result, students' clear and deep thinking becomes complicated: they start using many abstract words and concepts in their speech without understanding their meaning at all. For this reason, in the development of the speech of young students, it is necessary to gradually introduce not only words with abstract concepts, but also stable combinations - phrases into the student's vocabulary.

Working with phrases creates a great opportunity for the development of a child's range of thinking, speech, and attention. Imagining a phrase and then explaining its meaning and linguistically or logically engages students in active thinking, forcing them to think, think, and imagine the meaning of words and phrases. "Why do we say that?", "Why are the words sheep, watermelon, and melon chosen?" such questions arise, or the teacher himself can address the students through these questions. In this way, such questions and assignments encourage students to think actively, teach them to analyze the scope of imagination, the meaning of words and phrases.

Unfortunately, the primary school curriculum and textbooks created to date do not include special lessons or topics for working on phrases. However, in the qualification requirements for the students' knowledge of the mother tongue for each class, the understanding and interpretation of the meaning of words and phrases is specified separately. Today, the cognitive approach has taken the leading place in mother tongue education. In order to increase the effectiveness of this approach, teaching phrases in the classes of mother tongue and reading literacy serves to increase the speech culture of students and expand their worldview. Phrases are one of the means of making the speech of students of junior school age effective, figurative and lively.

The development of the student's speech is carried out at all stages of primary education: natural sciences, music, mathematics, fine arts, education and other subjects. However, the solution to the problem of the development of speech activity in the student is solved in the classes of mother tongue and reading literacy. That is, these lessons are in the leading position in the development of the student's speech. Speech cannot be imagined without native language education, and native language without speech. They are always a joint process.

The primary advantage of textbooks of mother tongue and reading literacy is that they include texts from the best works of children's classic, artistic, scientific and popular literature, which are directly related to small life in students. serves to form experience. Works of art affect the child's psyche, make them smile, grieve, work, think about some aspects of their little life. Teaching such children's works creates a positive emotional mood in students, introduces them closely to the Uzbek literary language, selected artistic texts improve the linguistic and syntactic construction of the student's speech.

An aspect analysis of the elementary school mother tongue and reading textbooks created over the years or the newly created mother tongue and reading literacy textbook (grades 1-3) shows that the textbook contains special tasks and exercises on phraseology by the authors. almost not included.

But based on the analysis of the texts in the current textbook, there are about 500 expressions in the fairy tales, poems, stories and tasks in the primary grade mother tongue and reading textbooks: For example, the Grade 1 Mother Tongue and Reading Literacy textbook Part 1, two - to speak three mouths, to fall on the neck, to fall out of sight, the story "Hashimjon's family" [p. 7-8], to be dizzy, task on page 34; Part 2, not to touch, open the heart [33-34-b], sweat [43-b];

2nd grade Mother tongue and reading literacy textbook, part 1, to lose one's mind, to get out of one's head [8-p], to roll up one's sleeves [10-p], to open one's eyes [19-p], to can't get enough [31-p], doesn't like the demon, doesn't have eyes to see [34-p], extend a helping hand, lend a hand, look like a mountain "struck [p. 36], not to be left alone [p. 45], to refuse [p. 83], to have no ears [p. 96], to be impatient [ 100-p], part 2, to be blind, not to understand, not to touch the hand, to be

dizzy, [5-p, "Sobirjon - farmer" audio text], to be surprised [7- p], light-handed [37-p], to sharpen the mind [43-p], lost sight, died [49-50-p], bring close to the heart, swim in the ocean of words [51-52 -p], entered the tongue [55-p], tongue out [87-p], eyes dropped, heart [94-p];

3rd grade Mother tongue and reading literacy textbook, part 1, entering the language, seeing with open eyes, speaking fluently [p. 11-12], light falling from the face [p. 26] ], to lose consciousness, to have a "thump" in the heart, to be in a convulsion [33-34-p], not to have enough eyes [36-p], to be one body and soul [49-p], to roll up one's sleeves , to sweat one's skin, to choke one's lungs, to dry one's chin [56-p], the white and black of one's eyes [59-p], not to care, to be disappointed [70-p], one's hand is busy not to go [100-p], to sway, not to be divided, to fall on the neck [103-104-p], to hand over one's deposit [123-p], to hurt one's tongue, to lose one's mind [134-p] such expressions are found in textbooks.

Most of the works of art presented by the authors of the textbook have an episodic character, and it is somewhat easier to interpret the meaning of fixed phrases in the context. In this case, the teacher must have sufficient phraseological knowledge and the experience of teaching it.

In teaching phrases, the teacher: enriches the students' speech with phrases, explains the meaning of the phrase and activates it in speech; assimilation of the phrase term by students; it is necessary to pay attention to such things as forming the ability of students to use the phraseological dictionary.

In order to use the expressions included in the texts given in the textbook in order to activate expressions in the speech of students of junior school age, the following educational tasks are recommended: to compose sentences and texts with the participation of the given expressions, to choose an expression on a certain topic or corresponding to the idea of the work, such as distinguishing the phrase involved in the composition of the text, interpreting and recording its meaning, finding a synonym for the given phrase.

The following methods are recommended for students to explain the figurative meaning in a phrase: finding a synonym for a given phrase, comparing its content with an explanatory word, choosing phrases that are opposite in meaning (antonyms) to given phrases, phrases such as finding proverbs that match their content. The method of working on expressions is carried out by going from easy to complex.

One of the most important tasks of the mother tongue course at school is to consistently develop students' speech. Solving this problem is directly related to the implementation of the educational goal - to teach elementary school students to know their native language well, that is, to improve their active production of speech and social activities, to the level of being able to use it independently. is to deliver.

The following steps are used to teach phrases in classes of the primary language and reading literacy classes.

**Stage I**, preparatory stage 1st grade: working on figurative meaning in words, phrases and proverbs, developing students' speech by introducing them to age-appropriate expressions as much as possible. In this case, the most frequently used phrases in family and school conversation are selected from the dictionary and students are regularly introduced step by step. At this point, it is necessary to mention that the elementary school teacher must also use expressions effectively in his speech.

Introduction to expressions is carried out in the process of analysis of artistic text reflected in the textbook of mother tongue and reading literacy. After analyzing and synthesizing the text, the phrase in the text is explained by the teacher, the phrases come to the students in a general sense, the speech is attractive and colorful through various methods (conversation, instruction, analysis, illustration) is explained. Using the method of illustration in methodical work is one of the most effective methods. Because the child does not yet have a complete idea of the meaning of the move.

In this case, a phrase representing a situation familiar to the child is chosen. A picture of the phrase will be displayed. Students look at the picture and think about what it means.

For example, the expression "Aqli kirdi" is explained as follows.

- What is depicted in the picture?
- Watch him carefully.
- Tell me what is depicted.
- Tell me the meaning of the words in the sentence "Aqli kirdi".
- What do the words "mind" and "enter" mean?



"He came to his senses" is an expression used in the meaning of "he became conscious" or "realized". There are words in our speech that are always used figuratively. You have seen this a lot in proverbs and sayings. If proverbs and words have an educational value, expressions are a combination that expresses the behavior and character of a person.

- In whose speech have you observed this expression the most? Who uses this phrase the most?
- Make up a small oral story with this phrase.

**Stage II**, basic, grades 2-3: Work on the meaning of phrases. In this case, it is necessary not only to explain the meaning of the phrase, but also to reveal the importance of phrases in expressing the semantic features of the text. At this stage, by teaching the student to distinguish phrases in the literary text, to create a synonym and antonym series of phrases, it is possible to activate phrases in the students' speech. Starting from the 3rd grade, introducing the method of lexical-phraseological analysis of the text will further develop students' knowledge of phrases.

The lexical-phraseological analysis of the text is carried out as follows: *Read the text, find units that express figurative meaning in the text. How many phrases are involved in the text, separate them? How many words are in each sentence? What do the given expressions mean? Express the meaning of the given expressions in words. Find a synonym and antonym for the phrases. Express the given phrase through a picture, etc.*

At this stage, the use of lexical items in the mother tongue and reading literacy class is the most convenient way to teach phrases. At the same time, it is possible to work on phrases in the statement of a new topic, in the minutes of husnikhat, in the minutes of spelling exercises. 3rd graders continue to observe the meaning of phrases in the live conversational speech of the people around them.

**Stage III**, final, 4th grade: The main task of this stage is to activate expressions in students' oral and written speech, to form their creative imagination, to consolidate the phrase in their memory, to teach them to analyze expressions and to think logically by actively using them in speech. In this process, students' speech is enriched with phrases, as a result of which their live speech becomes impressive, colorful and figurative.

After the students of the fourth grade have a vocabulary of phrases, it is appropriate to repeat topics and tasks related to phrases, to consolidate and summarize the learned material, and to use phrases in studying various topics.

Learning phrases is of great interest to elementary school students. But in order for the student's interest in this subject not to fade away, it is necessary to regularly use interesting assignments, problem situations, visual aids, and phraseological-lexical exercises. In the process of completing such tasks, students get to know the meaning of expressions, learn their etymology, expand their imagination about figurative meaning, and distinguish them from free combinations. In this case, the artistic texts included in the students' mother tongue and reading literacy textbook (the story "Motherland" grade 2, the story "Slippak" grade 2, the story "Cowardly Reindeer" grade 3, the story "Devotion to the Book" 4th grade, the fairy tale "State" will have the ability to visually observe and analyze the figurativeness of the phrases in the 4th grade, to be able to use them correctly in

speech, to make sentences with the participation of phrases. Verbal and written stories, essays with the participation of the phrase - the skill of pictorial representation of stable compounds is developed in the student.

Working on phraseological units in elementary school native language classes improves students' speaking skills, develops thinking, including the ability to think abstractly, and also serves as a basis for the formation of research activities. In the new modern education, phrases are chosen as an interesting topic when teaching students to design. Students of the 3rd-4th grade are united in small groups and perform project work on the topic of phrases. In this case, the topic is recommended by the teacher, for example, project work is given on topics such as "Let's see our speech", "Why we say that", "Magic world of phrases", "English and Uzbek phrases".

In this, lexical-phraseological analysis of the read text, complete writing of sentences with expressions; Tasks such as choosing a phrase title for pieces of text are given. Tasks such as teaching to separate and analyze phrases in the language of literary works and evidential materials presented in textbooks, to observe selected phrases in accordance with the logic of the text, are performed by the teacher. This allows for a creative approach to teaching phrases in native language classes.

Younger students use less expressions in their speech compared to adults. For this reason, it is necessary to pay attention to the effective use of phrases in speech when teaching students to retell the text.

In the modern methodology, various methods of enriching the phraseological reserve and developing the ability to use stable compounds in the student's speech have been developed. But at the moment, such methods are almost not included in the textbooks of mother tongue and reading literacy, besides, teachers do not have any methodological skills to work on the phrase. Implementation of this in the modern education system is one of the main tasks of mother tongue education.

One of the most convenient and effective methods is the use of tasks describing phrases in the process of studying a certain artistic work in the classes of mother tongue and reading literacy. Different types of educational dictionaries (phrases, explanatory, spelling, synonyms, homonyms, antonyms) intended for the student will help in using such methods. Descriptive classes, that is, analysis classes, cannot be imagined without dictionaries. Unfortunately, today only finger-numbered educational dictionaries have been created for primary school students. dictionary of expressions for students", "Word box" by N. Mahmudov, "Let's learn spelling" by Z. Toychiyeva, "Annotated dictionary with pictures" [7], "One thousand and one" by Miraziz A'zam I know the word", dictionaries by F. Safarov and S. Torayeva "Dictionary of phrases for primary school students" can be included. The saddest thing is that most of these dictionaries have not reached the hands of students. Even students who have a dictionary in hand do not have the skills to use an academic dictionary.

## V. Conclusion

Work on phrases can be organized in various extracurricular activities. In this case, effective methods used in foreign methodologies come in handy. A primary school teacher should always remember that teaching phrases will be effective only if the learning of phrases is carried out in a certain system and consistency.

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