

THE REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

THE INFLUENCE OF THE OBSERVATION OF LANGUAGE PHENOMENA IN PRIMARY SCHOOL READING MATERIALS ON THE QUALITY OF TEACHING

Speciality: 5801.01-Theory and methodology of training and
upbringing (Methodics of teaching of Azerbaijani language)

Field of science: Pedagogy

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Baku – 2022

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INTRODUCTION

The topicality and using of the theme. With rapid industrialization and integration, the role of science and education in the world is growing, and global competition is intensifying. As a result of this competition, we are witnessing fundamental changes in our education. These changes and reforms, first of all, place new demands on modern teachers and learners.

At the beginning of the XXI century, National Leader Heydar Aliyev, as President of the Republic of Azerbaijan, issued a decree "On improving the use of the state language", which gave a great impetus to problems related with "creating a fundamental change in the teaching of the Azerbaijani language in secondary and higher schools and the quality of education in the Azerbaijani language" and to methodological research.¹ Also, the Decree of the Great Leader Heydar Aliyev, as President of the Republic of Azerbaijan, of January 2, 2003 "On the application of the Law of the Republic of Azerbaijan" on the state language in the Republic of Azerbaijan"² created a legal basis for all recent work in this area." ... Therefore, to make more effective use of the potential of our language in the period of independence, it is especially important to improve the quality of teaching national language in secondary schools. *"Education in Azerbaijan have made great progress at the end of 20th century. At the beginning of the century, thinkers, enlighteners, intellectuals and teachers of Azerbaijan did so much work to take our people out of ignorance and make them intelligent.*

If the history of the education of the Republic of Azerbaijan is to be written It is clear that the work done at every stage will be

¹ Decree of the President of the Republic of Azerbaijan dated July 18, 2001, "On improving the use of the state language" // "Azərbaycan müəllimi" newspaper ("Azerbaijani teacher"). – Baku: –June 1-7. –2001.

² Decree of the President of the Republic of Azerbaijan dated January 3, 2003, "On the state language in the Republic of Azerbaijan" // the application of the Law of the Republic // "Azərbaycan müəllimi" newspaper ("Azerbaijani teacher"), –Baku: –January –9-16. –2003.

*reflected in it and will be evaluated*³” These valuable ideas, voiced in the Supreme Leader H.A.Aliyev, have led many young researchers to study various problems of the history of education in Azerbaijan.

The “State Strategy for the Development of Education in the Republic of Azerbaijan” approved by the Order of the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, dated October 24, 2013, has given a sufficient impetus to the work done in this area. . In this important document, prepared with reference to contemporary ideas and advanced experience, “*creation of the content of self-education based on competence*”⁴ was considered to be more important among the other five priority areas of our education and thus, the importance of building students’ personality was brought to attention.

Thus, the importance of speech at a time when it is important to cultivate students as individuals, new methodological approaches in secondary schools, modern thinking, as well as in-depth study and research of language events to develop students' speech in order to find effective, more purposeful ways to instill reading skills in speech Today, the modern school faces a number of important tasks related to the development of education. The most important of these is the task of training educated professionals and personalities who can be useful to society and take their place in life. The process of solving this task, most importantly, requires special skills and professionalism from the teacher. Every teacher should not forget that the student sitting behind the desk today will be the founder of the society tomorrow. The future development of the society depends on the level of preparation of today's youth. The student develops as an individual in the school in the process of learning, and in pedagogical research, the development of students' speech and

³ Aliyev, H.E. Education is the future of the nation// Aliyev H.E. –Baku:– 2002. –p. 18.

⁴ State strategy for the development of education in the Republic of Azerbaijan //The Journal of the “Azerbaijani school”. –Baku:– 2013. –№ 5. –p.13.

thinking is considered when there is no comprehensive development⁵:

- *Students' thinking, speech, will, morality, aesthetic taste, etc. the level of formation of the development of qualities with the help of the subject;*

- *The state of formation of correct, clear, precise, figurative, conscious, detailed and concise, attractive speech ability in students in the lesson;*

When we pay attention to modern pedagogical approaches, we are once again convinced that a modern school student is not just an institution loaded with a lot of knowledge; It is an educational institution that prepares them for the future life by comprehensively developing them mentally, morally and mentally, and creates conditions for them to take a place in life according to their interests and abilities. An important factor in the concept of "comprehensive development" is the mastery of perfect oral and written speech, the ability to convey their ideas correctly, clearly, precisely, fully, in detail, consciously, both orally and in writing. Of course, when it comes to correct written speech, the necessity and importance of the formation of spelling skills, the urgency of finding effective ways in this process is once again proved. Thus, from a pedagogical and psychological point of view, we prove once again that properly structured oral and written speech is an undeniable factor in the overall development of the student.

A.Rahimov in the textbook "Methods of teaching the native language (in primary classes)" extensively studied the issues of formation of speech skills in students in primary school. He assessed instilling in students the skills to express and write their thoughts competently as an important task facing the teaching of the Azerbaijani language in primary school. The author notes that, *"spelling norms are taught in primary school as part of phonetics, lexicology, morphology and syntax departments, and students' clear, precise, fluent and literate writing skills, as well as their ability to*

⁵ Mehrabov, A.O. Modern problems of education in Azerbaijan // A.O.Mehrabov, –Baku:– 2007. –448 p.

*succeed in teaching, are closely linked to the scientific basis of spelling work. . In this case, taking advantage of the author's research, it is possible to organize the observation of any linguistic phenomena through spelling exercises. ”*⁶

Language with complex features is a powerful tool for the expression of ideas. Language, speech, communication are the meaning of human life. It is impossible for a dumb human society to exist. As a dynamic process, language is constantly changing. This is because language has its own characteristics. As we know, language is a means of communication, the development of which depends on the development and socialization of people and society. There is no area of activity in society where language is not used. That is why there is a practical need to study all the events that take place in language. Of course, when we say language, first of all we mean sound language. Sounds, words, phrases, sentences are the materials of sound language. Language events are also observed in spoken language. As a child learns his mother tongue step by step, intuitively and more freely, he develops his thinking, enriches his speech, and expands his worldview. As it is known, all the processes that take place in language have a certain direction, that is, language does not just create communication, it creates and lives the history, future and culture of a society. One of the issues that linguists pay the most attention to and are interested in learning is language events. Processes that have a certain direction in language are conditioned by the leading influence of universal language traditions at different stages of language development. The essence of linguistic phenomena is the deviation from the normal laws of language. The study of the features of common spoken language is of particular importance for the study of literary language. The process of speech formation with individual literary language features begins in primary school. For this reason, it is important to study the laws of language, language events, and literary features on the basis of

⁶Rahimov, A.N. Methodology of teaching mother tongue.// Rahimov, A.N. –Baku: –2003. –434 p.

primary school reading materials. The easy explanation of why some words are pronounced differently is, in fact, a revelation of the essence. Therefore, it is shown that the event is on the surface, the essence is deep. The essence of the event is the event that draws attention to the essence. The meaning and tasks of both of them are studied in the literary language and the essence of phonetic, lexical and syntactic linguistic phenomena is studied. With the views of prominent scientist A.Demirchizade in this area *“Changes in the phonetic structure of words and suffixes are evaluated in modern Azerbaijani language books. Auxiliary words are formed from independent words, suffixes are formed from auxiliary words, different variants of suffixes are formed, in this case there are different types of changes, different directions of events. “Events that appear in different shades in the phonetic shell of language units are generally called phonetic events”*⁷. Phonetic events and laws based on the national characteristics of the language are important, especially in adapting words from other languages to our language. Phonetic phenomena and laws such as assimilation, dissimilation, accentuation, consonance, the law of harmony, the law of displacement and clinking have gradually emerged in the modern Azerbaijani language. Phonetic events are studied as the norm in literary language. The role of phonetic events in cultural speech is undeniable. The rules of orthoepy of our language are mainly based on phonetic events. The study of these events and laws is an indicator of the development of our language. It is clear that for a modern teenager, armed with social, communicative, cultural and other competencies, it is relatively easy to gain self-affirmation in a society and have a high coefficient utility. From this point of view, the tasks facing the Azerbaijani language as one of the main subjects of training are broad and multifaceted. It is true that the main goal of the subject is *“to ensure students to acquire the culture of speech by formulating general speech and language skills”*⁸. As a form of

⁷Demirchizade, A.M Modern Azerbaijani language.// 4 parts, I part, Phonetics, orthoepy, orthography. Demirchizade, A.M .-Baku: -1984.- 312 p.

⁸ Subject curriculum for secondary schools of the Republic of Azerbaijan (I-IV grades) / – Baku:– 2008. – p.13.

expression of national thinking, *"it's being a means of thinking, learning and speaking"*⁹ further expands the responsibilities of this subject. Language lessons develop speaking and writing skills and habits based on observations.

The research aims to reveal the importance of observing language phenomena in primary school reading materials in improving teaching quality and creating valuable work. The study shows that methodologist scientists as A.Afdandilzade¹⁰, Y.Karimov¹¹, N.Abdullayev¹², S.Valiyev¹³ and others have conducted extensive research on such issues as teaching the lexicon of our language at different levels of secondary schools, on enrichment pupils' vocabulary and in general, on the formation of speech culture.

Language events, whether lexical or phonetic, are not clear to students. In language lessons, students' vocabulary is enriched by the names of living and inanimate objects and events in the world around them. Students construct sentences using these words in accordance with grammatical rules and rules, and express their ideas in a coherent way. Students understand the opinions of others in society and express what they have learned with the help of this vocabulary and grammatical constructions. For this reason, it is important to work on reading materials in primary school, to observe language events, to enrich the vocabulary. Primary school students encounter language events at different points in the teaching process. They observe that grammatical changes in sentences, phonetic

⁹ The same source, – p.13.

¹⁰ Afandizadeh, A. About methodological principles of Teaching of Azerbaijani Language // – Baku: Teaching of Azerbaijani language and literature, – 1986. №1. – 112 p.

¹¹ Karimov, Y.Sh. Fundamentals of vocabulary exercises in Azerbaijani lessons of primary classes / Y.Sh.Karimov. – Baku: Education, – 1978. – 112 p.

¹² Abdullayev, N.A. Fundamentals of a culture of speech / N.A.Abdullayev. – Baku: Science and education, –2013. – 112 p.

¹³ Veliyev, S.I. System of work on synonymy in teaching Azerbaijani language (grades 4-8): / Veliyev, S.I. abstract of the research study of the candidate of pedagogical sciences.– Baku: –1985. – 24 p.

displacements, adaptations and differences occur, words are studied in different meanings depending on the situation in which they fall, as well as stylistic-lexical, stylistic-grammatical meanings. These arise either in the pursuit of purpose or in the pursuit of other goals. Language lessons develop the skills and habits of speaking or writing based on observations. The word observation comes from what is seen. The observation of trees, the observation of the inanimate world gives rise to imaginations and descriptions. Neither concrete nor abstract beings can be depicted in the imagination without a living example. Therefore, operations on the object of observation are both research and training. Language rules in reading or listening materials are an additional line of content. So, it is possible to organize the observation of all content lines in the Azerbaijani language in reading materials. In this sense, the object of research is broader. The influence of the observation of language phenomena in primary school reading materials on the quality of teaching **the subject** of the research.

The aims and tasks of the study. The aim of the research is to identify opportunities and ways to reveal the importance of observing language events in reading materials in I-IV classes in improving the quality of teaching, and to provide guidance to teachers and young researchers. In order to achieve the identified goal, the research has the following objectives:

- 1) To analyse standards related to the observation of language events on reading materials;
- 2) To study the didactic possibilities of the observation method;
- 3) To research the level of solution of the problem in methodical literature, curriculum, textbooks and teaching aids;
- 4) To make generalizations by studying the situation in the school practice related to the problem;
- 5) To develop pedagogical and psychological bases, as well as principles of the problem;
- 6) To study the possibilities of setting and realization of the problem in the subject program (curriculum) of the Azerbaijani language and textbooks developed on this basis, to identify the advantages and disadvantages;

- 7) To develop effective ways of observing language events on reading materials in primary school, etc.;

Research methods. The methodological basis of the research is the correct conduct and organization of the pedagogical process, the use of modern teaching methods, the laws of mental development of students. The following research methods were used:

Observation. In some country regions, including Guba schools, language phenomena were observed on reading materials in primary grades.

Interview. More than 400 students and 100 teachers compared the information and facts obtained from the interview method, and a questionnaire survey was conducted with 50 teachers.

Study of school documents. To learn about teachers' problem-solving activities, how teachers planned program materials, filled out class registers, extracurricular activities and other school documents were reviewed.

Pedagogical experiment. An experiment was organized to test the provisions of the working hypothesis, and this experiment was carried out in three stages. Secondary schools №. 1, 2, 4, 5, 6 of Guba city, Guba district (Chartapa, Qachrash, Ashagikhuj, Atuj, Alpan) secondary schools, were involved in the experiment. The results of the study were re-tested in those schools.

Mathematical and statistical methods. The figures and percentage indicators of the results obtained during the survey and pedagogical experiment were contrasted, the ratio indicators were compared and thus the basis for an interpretation of the ideas and judgments was formed.

The scientific novelty of the study justifies (substantiates).

The influence of the observation of linguistic phenomena in primary school reading materials on the quality of teaching is studied for the first time.

The theoretical significance of the study.

- The results of the research enriched the methodology of language teaching with new scientific provisions;

- Tasks that serve to study the impact of observation on language events in the quality of teaching in primary school reading materials are grouped and explained from a didactic point of view;
- Teaching methods that play an important role in the formation of students' verbal skills have been identified;

The practical significance of the research. Based on our results, it is possible to say that the research results will be a practical help to teachers and researchers working in higher and secondary schools. The research results can be used to improve new curricula, textbooks, and teaching aids. Provisions submitted for defence:

–During the teaching the mother tongue in primary school, it is possible to conduct a purposeful, consistent, and systematic observation of language phenomena in reading materials, and they ensure the development of students' speech and thinking.

–Observations of related texts develop students' skills and habits, such as turning an expression into an essay.

Purposeful observation of language phenomena in reading materials positively impacts the development and quality of learning activities. Proper organization of observation of language phenomena in the teaching of the Azerbaijani language should improve the overall quality of students education. The results of the research enrich the methodology of language teaching with new scientific provisions.

Level of development of the topic: To study the "The influence of the observation of linguistic phenomena in primary school reading materials on the quality of teaching efforts were made to collect and study various texts, textbooks, numerous texts for extra curricular reading. Typological and genealogical methods were used together for comparison in the dissertation. In addition, semiotic analysis was used to reveal the meaning of several names and words.

Approbation and application. General results and main provisions of the study are reflected and presented in speeches made XXI Republican Scientific Conference of Doctoral Students and Young Researchers organized by the Ministry of Education of the Republic of Azerbaijan at the II International Scientific Conference “Modern Problems of Teacher Training: Scientific and

Technological Innovations in Education” (Azerbaijan Teachers' Institute, Baku, November 26-28, 2012) ”(BSU, October 24-25, 2017), at the International Scientific Conference“ Actual Problems of Sustainable Development and Humanities ”(Azerbaijan University, Baku, May 14-15, 2018), Taras Shevchenko 5th International Congress on Social Sciences ”(Kiev, May 8-10, 2020) and the International Paris Conference on Social Sciences (Paris, February 7-8, 2021). In general, the essence of the problem under study, the proposed method of work is reflected in 15 articles in periodicals published in the country and abroad.

The organization where the dissertation work is fulfilled. The dissertation work was performed at the Department of Azerbaijani language and technology of its teaching of the Azerbaijan State Pedagogical University.

The structure of the dissertation paper. “Introduction” -14219 signs, “General problems of the problem” Chapter I 1.1. “Problem statement in methodical literature” -36850 signs, 1.2. -25733, Chapter II "The impact of observations on language events in reading lessons on the quality of teaching" - 2.1. “The place and role of language events in the new content of teaching from the Azerbaijani language” 20074 sign, 2.2. “Methodology of organization of observations on linguistic events on reading materials” - 58362 signs, 2.3. "Organization and conduct of the experiment" consists of 25,465 characters, Conclusion - 6,167 characters, The list of used literature consists of 14,000 characters, a total of 215,631 characters.

MAIN CONTENT OF THE THESIS

The“**Introduction**” sectionof the thesis is about the timeliness of the topic, provides information about the scientific novelty, goals and objectives, methodological bases, approbation of the research.

The first chapter“**General Problems issues**”consists of three particles. The first particle “**Statement of the issue in the methodological literature**”examines the results of research in the works of local and foreign methodologists, scientists and intellectuals, focuses on the nature of research and the importance of reforms in education, innovations and controversies. It is concluded

that all the achievements of education in a sense depend on how its content is developed. Azerbaijani language curricula ensure the development of this problem on the basis of new requirements.

The main purpose of this particle in teaching the Azerbaijani language in I-IV classes is to form students' knowledge, skills in reading, writing, as well as grammatical skills, the ability to express their thoughts orally and in writing. The content of the training is also compiled according to this principle, therefore it can be a strategic goal that determines the content. So content is not the target. To implement this content in textbooks, the standards set by the state must be implemented in the form of subject standards. For this, textbooks have been prepared based on standards.

The dissertation focuses on the nature of research and the importance of reforms in our education, the innovations these reforms bring, and the controversial points. It is concluded that all the achievements of education, in a sense, depend on how its content is developed. Azerbaijani language curricula will ensure that this problem is developed based on new requirements.

This subchapter deals with the acquisition of knowledge, education, skills and habits in reading, writing, as well as grammar skills, the ability to express their ideas in a normative oral and written manner. The content of the training is based on this principle. So, there may be a strategic goal that determines the content. That goal is the following:

A student graduating from high school must know the theoretical aspects of his/her language and be proficient in practical and applied aspects. So content is not the goal. For this purpose, textbooks are prepared on the basis of standards. Methodical aids for the realization of subject standards are developed based on textbooks.

The teacher's task is to be able to work with these tools. Today's textbooks are teaching aids that work with the laws of cognition. In the learning process, each observation material begins with relevant texts. Just as a child's life is learned through observation, so learning begins with observation. Live watching is above all. However, this journey is purposeful, developmental and

manageable. This management is under the control of the teacher. There is no teaching unit or training material in the Azerbaijani language that, for example, sounds, phonemes, word combinations, sentences, as well as parts of speech related to them, its main and auxiliary forms, or one of the situations directly or indirectly based on the sentence are overlooked. All that should be observed in the form of norms, rules, investigated for a role and sought and evaluated in learning outcomes, including expected and outcomes. Observation in language occurs during listening, reading, and analysis. These are language phenomena. For example, a word is capitalized in one place and is used in lowercase in another one. A word becomes a part of speech at one point and a separate part of speech at another. The same sentence is sometimes given with a question mark, sometimes with a full stop or exclamation mark. Some of the words are written as they are said, and some are different. Sometimes two words are written in some places adjacent, in some places separately. Words that are close to the meaning are not always equivalent in the same sentence. The events that take place in speech and language are interrelated. *“To learn a language for both practical and theoretical purposes, you need to know the sounds. It is important to understand a number of events and laws related to sounds. Thus, the dissertation notes that the geography of phonetic, lexical and grammatically significant linguistic phenomena is wide and comprehensive.”*¹⁴ Cultural speech is speech and writing based on phonetic, lexical, grammatical and stylistic levels. There are a number of requirements for cultural speech, which determine the beauty, fluidity and clarity of speech. In the words of the late Professor Aziz Efendizadeh: *“Only expressive speech can beautifully reflect the expressiveness of speech. The word is able to find its strongest effect, its colorful appearance only in oral speech. If a word is an unopened bud in written speech, it becomes a fragrant flower in oral speech.”*¹⁵

¹⁴ Demirchizade, A.M. Language and phonetic units of language. // Demirchizade, A.M. – Baku: –1965.39 p.

¹⁵ Ahmadov, A.A Curriculum reform in the general education system: towards real results./ Ahmadov, A.A –Baku: –Curriculum Journal. –2008. –№2. –128 p

The geography of phonetic, lexical and grammatically significant language phenomena is broad. Therefore, observations should be made to explore the possibilities and ways of constructing a cultural discourse based on their normative acts from the primary grades. The dissertation gives many examples to substantiate this provision and substantiates its application in the teaching process.

The second half of the first chapter is called "**The position of the problem in programs and textbooks.**" In previous programs and textbooks, such language cases were mentioned. At the same time, the article dealt with the didactics of assimilating the cases of transition from q, k: q to ğ, k to y, or ğ to x. In the Azerbaijani language curriculum, these issues were considered educational facts.

Phonetic and syntactic language phenomena are of interest in the research. (For example, Cohesion-Assimilation event: Full coherence, Incomplete coherence, Back coagulation, Arousal-Prosthesis event: Prosthesis, Anapticsis, Epenthesis, Lyezon, Sound -Elesia phenomenon: Absorption, Apacopa, Apharesia, Hapliosis, Haplogy, Diere, Die Reduction, Sound differentiation-Dissimilation phenomenon: Full differentiation, Incomplete differentiation, Forward differentiation, Reverse differentiation, Displacement-Metathesis phenomenon: Quantitative metathesis, Remote metathesis, Simple metathesis). It is believed that this text can be an example to build students' speech. . As A. Demirchizadeh emphasized in his comments on such issues: *"Every civilized person must first know the phonetic bases of language in order to master the culture of speech."*¹⁶

Since the work on the text material is considered an indicator of the social function of the language and serves communication, it is now very accurately brought to the fore. Because this process is the process of transition from speech to language, from language to speech, language rules should be the conclusions drawn from observations on that reading material. Thus, Azerbaijani language textbooks begin with relevant text materials by the state subject

¹⁶ Demirchizade, A. M.//Modern Azerbaijani language. // Demirchizade, A. M -Baku: 1984. -306 p.

standards. Text material is an example of any speech. These materials can be artistic, journalistic, scientific, and other styles because man speaks in all styles. Sections and topics group these pieces of speech. Reading materials with an introduction, central part, and conclusion allows students to observe and analyze the object of speech structure and study and speak the content.

Finally, they can build this type of essay themselves. Thus, based on the examples we have selected from the texts in the Azerbaijani language textbook for grades I-IV, we have concluded that by making such words the object of observation and phonetic, lexical, and grammatical sanitization of their meanings, we accustom students to draw necessary conclusions based on independent observations. These are the best practices. Such analyzes are carried out in textbooks but not in the standards. We believe that studying these is a matter of both thinking and speech development, so there is an urgent need to study the issue and make didactic suggestions for practice systematically.

The second part of the first chapter is called "**Analysis of the situation in the school.**" In this part, it is necessary to refer to several facts to study language phenomena in schools. They include linguistic excursions, listening to lessons, talks with students and teachers, various grammar fun games used in the classroom, exercises that can reveal language phenomena, and so on. The situation in schools does not depend only on teachers. Providing a school with technical equipment, proper use of the Internet, the availability of the necessary devices for voice recording in the school, the organization of work with parents also play a role in inculcating literary pronunciation skills. The following topics were discussed with teachers to study the situation in schools. It should also be noted that although teachers have theoretical knowledge of language phenomena, they are not very active in the observation process. However, every primary school teacher should know that a student's speech is rich with linguistic phenomena.

The second chapter of the dissertation, entitled "**The influence of the observation of linguistic phenomena in reading**

materials on the quality of teaching" consists of three subchapters, and the second subchapter consists of two more parts.

The first subchapter is entitled "**The place and role of language phenomena in the new content of teaching the Azerbaijani language.**" The subchapter substantiates the idea that learning a language as a concept, norm, grammatical category begins in primary school. In such a situation, it is essential for a primary school teacher to be trained and have deep knowledge of the Azerbaijani language and a variety of learning and teaching methods. Teaching young people with a broad outlook, intellectual ability, development of thinking, and the ability to cope with innovations is not only possible as a result of research but also the application of this research. Doing this, teachers must take responsibility to establish regular research, purposeful observations, and obtain results. Due to the vital role of primary education in the development of society, the first scientific and pedagogical practices were generalized on this basis. Thus, the first scientific and pedagogical ideas influenced the expansion of its content, methods, and learning technologies at the efficiency level.

For this reason, the purposeful improvement of the quality of education in the primary grades directly impacts the grades above them and serves to achieve more successful learning outcomes. As it is known, in the current subject curriculum of primary school, the results to be achieved by primary school children during four years are determined by four content lines, which represent all stages of training in each subject in general education:

- Listening comprehension and speaking
- Read
- Writing
- Language rules

These content lines are spirally connected.

The student must listen and understand the text he is read, express his opinion through writing and orally, master and apply the necessary language rules of the Azerbaijani language, and affirm and present himself as a person.

The main principle of teaching the Azerbaijani language in primary school is speech development.

The purpose and importance of teaching morphology in connection with orthography and orthoepy in speech development is more pronounced.

Proper spelling and pronunciation are essential to master oral and written communication skills. Y.Ş. Karimov writes: "*A high level of speech culture can be ensured only if it is naturally combined with all aspects of its language*"¹⁷

In the second part of the second chapter, "**Methods of organizing observations of language events on reading materials**", based on research and traditions, it is noted that the observation of language phenomena on text materials in primary school is considered expedient in Azerbaijani language classes. The Azerbaijani language enriches the student's vocabulary with new words and expressions, develops the habit of constructing speech logically, consistently, and coherently. In the Azerbaijani language, "*text work is a didactic process built on complex operations. This process is speech that ends with listening, understanding, reading, writing, and repeating them. A text is a piece of speech. It is a strategy of language training with a piece of speech to master the culture of speech.*"¹⁸ Through the native language, students develop memory, attention, critical thinking, thinking skills, then develop both creative imagination and cognitive abilities. Before beginning to observe language phenomena in the reading process, the teacher must determine the main idea of the topic, the goals of the lesson, and essential concepts in advance.

The first part of the second subchapter is called "**Work on orthoepic spelling phenomena in the reading process.**" The rules and regulations of the Azerbaijani literary language have a long way, emerged as a result of historical evolution, and now serve society's standard, proper communication. The Azerbaijani language differs in

¹⁷ Karimov, Y.Sh. Methodology of teaching the native language.// Karimov, Y.Sh. –Baku: – 2005. –519 p.

¹⁸ Gurbanov, V., Khaligov, F., Abbasova, S. Basics of Azerbaijani language and speech culture.// Gurbanov, V., Khaligov, F., Abbasova, S. –Baku: –2018.–185 p.

structure and is considered one of the world's most developed, modern, and prosperous languages . To master the correct student's speech of students and provide them with orthoepic habits, the teacher must know the rules of orthoepy entirely and perfectly and master them in the teaching process. Also, students must be able to systematically, purposefully, and regularly organize methodological work on the expressiveness, speed, accuracy, awareness of reading, and the figurative language of reading materials.

Part II of the second subchapter is called "**Spelling and grammar in the reading process.**" Spelling rules of the Azerbaijani language in primary school are mainly vowels, consonants, suffixes, as well as double vowels and consonants in words, suffixes used in quantitative numbers, correct spelling of compound words, abbreviations, the adjacent and separate spelling of auxiliary words, capitalization covering some issues, such as the correct transfer of words, single-syllable and multi-syllable words from line to line. The first condition for conducting spelling work on text materials in primary school is to acquaint students with the spelling rules listed above. The student must understand the differences in the spelling of the words he pronounces or the similarities with the pronunciation.

The third part of the second chapter is defined as "**Organization and experimenting**". The impact of the observation of language phenomena in text materials in primary school also means the formation of students' cultural speech. The organization of observation of linguistic phenomena from phonetic, lexical, syntactic, and grammatical units on reading materials in primary school plays a vital role in developing students' reading skills in general. A teacher who has a detailed theoretical knowledge of correct literary pronunciation and language phenomena should have a positive effect on the development of students' speech and thinking. The teacher must achieve optimal results by observing the text, observing the sample speech, and using various methods and tools to teach students the correct literary pronunciation.

The last part of the second chapter of the study is called "**Organization and conducting of the experiment.**" Comparisons show that the observation of language phenomena in reading

materials in primary school also affects the quality of teaching, which also means the formation of students' cultural speech. Cultural speech is speech and writing established at all phonetic, lexical, grammatical, and stylistic language norms. It should be noted that although many primary school teachers are usually aware of language phenomena, many are not thoroughly familiar with the terms. A teacher who has a detailed knowledge of the law of harmony is unaware that it is a phonetic phenomenon (law). At best, primary school teachers know phonetic phenomena but do not know about morphological and syntactic cases.

The organization of observation of language phenomena from phonetic, lexical, and grammatical units on reading materials in primary school plays an important role in developing students' reading skills in general. A teacher who has a detailed theoretical knowledge of correct literary pronunciation and language phenomena should have a positive effect on the development of students' speech and thinking. The teacher must achieve optimal results by observing the text, observing the sample speech, and using various methods and tools to teach students the correct literary pronunciation. In the experimental classrooms, students' ability to turn prose into poetry and poetry into prose was observed.

The experiment was organized mainly in secondary school №. 2 named after Azad Mammadov, Guba city secondary school №. 4 named after Hajibaba Aliyev, Guba city secondary schools №. 1 and 6, as well as in Chartapa, Ashagi Khuj, Amsar of such advanced methodist teachers as Heybatova Tovuz, Farzaliyeva Samara, Abdulova Vafa, Yusifova Matanat, Mammadova Aliya, Karimova Lala and others were used experimentally in those schools.

In the “**Conclusion**”, the following conclusions and findings from the research work are reflected.

1. Reading in the modern methodological sense is also a meaningful line, since it is an independent strategy. The learning activity of reading in primary school has a much broader content and scope than other activities. Because today's school textbooks start with reading and text materials, and this process is the starting point for other activities. In the process of reading, cognitive doors open in

order to speak, listen and understand. Reading is a strong trend towards coherent and incoherent speech. The didactic path to direct speech without reading is closed. The text is also a sample of speech.

2. In the textbooks of the Azerbaijani language for I-IV classes there are about 600-700 texts in artistic, scientific, as well as journalistic, everyday and even official-business styles, which are based on reading the content of these texts. Compliance with standards in 4 areas of content is designed for the student's speech. In other words, events, expressions, calls, attitudes, etc., described in these texts. gives an approximate material for the formation of cultural speech in a student. Questions that a student of I-IV classes cannot understand or say are excluded from this stage. Any fragment of the text is an example of expression, and the essay is intended to become the oral and written speech of the student. Therefore, the texts in the textbook, compiled according to the seasons, as well as legal, political, moral-ethical, aesthetic concepts are intended, for example, to be included in the student's speech.

3. The organization of students' thinking according to the content of these texts is a living spectacle, and the process of abstract thinking depends on it, and the result ends with experience. It is also called application process or speech experience. The text itself is an inline outline. His perception is measured and assessed by how observations are made and how their meaning is translated into student speech.

4. In our thesis, we are talking about observing linguistic events on reading material, and in this case we are not talking about ethical, aesthetic, vocabulary selections according to the content of the text, but about the induction of linguistic events, that is, about observation. When reading the text, we considered the lexical-semantic, phonetic, lexical, grammatical and stylistic aspects of words and terms used in speech as linguistic phenomena. As of considered a kind of discovery, an example of a discovery for correct students from observations of linguistic events, the facts obtained should create an idea of the role of the norms of the literary language in speech.

5. The conclusions of our descriptive experiment give us reason to say that the pedagogical process based on observation, and not on the cognition (thinking) of the student, is not considered cultural speech, and the pedagogical, psychological and methodological aspects of this work should be comprehensively studied. and is enriched in the form of theoretical generalizations. One of the results was that if students' independent observations were based on the rules of reading, writing and language, then they would acquire skills and speaking skills in accordance with the norms of the literary language.

6. On the basis of the above provisions, a teaching experiment was also established. Observations in the schools where the experiment was conducted showed once again that the correct observation of language phenomena in primary school reading materials and the results obtained can significantly improve the quality of education.

7. To expand this hypothesis, we also included observation of student speech and consideration of results in the hypotheses. We tried to eliminate the difference between dialectal defects in students' speech and the norms of the literary language. In the pedagogical experiment, the principle of measurement by language norms has been correctly established.

8. In the course of the educative experiment, the lexico-phasemic semantics of the most difficult words (i.e., replacement by context) should positively influence the enrichment and development of students' speech.

9. Observing phonetic events such as pronunciation, vowel changes, vowel vowels, and vowel sounds during reading should have a positive effect on both students' reading and speaking. Particularly, In the students' reading, the words ending *ind, t, z, r, s, c, g, n, m*, end with suffixes *-lar, -lär, -lan, -län, -laş, -ləş, -li, -li, -lu, -lü*, the results obtained from the observation of phonetic events (phonetic events) in each lesson, as well as the addition of suffixes beginning with a vowel and a consonant in words ending in *-q and -k* end with proof and judgment. Our experimental experiments showed that:

- a. The correct use of observations of language events in primary school significantly improves the quality of teaching.
- b. Observation of language events in reading materials reveals students' grammatical-linguistic knowledge.
- c. The construction planned of observations leads to the formation of a correct, conscious, literate axis in students.
- d. Observations have a positive effect on students' skills.
- e. Effective use of the observation method has an optimal effect on the observable perception of spelling and orthoepic habits.

Thus, the verification experiment showed that there is significant progress in this area, in the reading and writing of students.

In order to improve the results of research and enrich the vocabulary of students when teaching the Azerbaijani language, we make the following proposals:

1. Observation is a complete method of both cognition and learning. In the Azerbaijani language lessons, the effective use of group assignments, the most effective use of individual work, typical level, differential types, including the formation of students' ability to independently observe reading materials, should be applied.

2. The implementation of observations on the text during reading should be considered as a new improved methodology, should be studied in more detail and applied to best practices.

We defend the advantages of the scientific and methodological provisions that we have formed on the basis of our results and proposals:

- If observation is a method of dialectics, it is also a method of teaching. This method asks students, "Why do we say that?", "Why do we write that?" acquires the skills to think and talk around questions.

-Didactic advantages of this method should be used in methodical aids on Azerbaijani language textbooks to be written for primary school, additions to standards should be made.

The main scientific-theoretical provisions of the dissertation are reflected in the following scientific articles and theses.

1. The importance of integrative training in improving the quality of education in primary school // –Baku: Azerbaijan Teachers' Institute, Proceedings of the II International Scientific Conference "Modern problems of teacher training: scientific and technological innovations in education", –November 26-28, –2012. – p. 353-355.

2. Teaching orthography and orthoepy in the modern learning process and the problems encountered // –Baku: Azerbaijan Teachers' Institute, "News", Scientific methodical magazine, –2015. № 3. - p.76-78

3. The importance of the formation of speech habits // - Baku: "Language and Literature" International scientific-theoretical journal, –2015. № 4 / 96. –p.240-242.

4. Язык и речь // –Тбилиси: "The Caucasus and the world", международный научный журнал, –2016. № 21. - с.11-15.

5. Significance of observations by linguistic processes in the development of reading materials // –Kherson: "Pedagogical sciences" Kherson State University, Zbirnik naukovikh prats. –2016. LXX. –p.64-68.

6. Observation of language events on reading materials // – Baku: Azerbaijan National Academy of Sciences, Institute of Manuscripts named after M.Fuzuli, "Philological issues", –2018. №4. –p.143-149

7. The importance of the formation of speech skills in teachers // –Baku: Institute of Education of the Republic of Azerbaijan, Materials of the Republican scientific conference on "Teacher training as one of the strategic goals". –18 May 2018. –p.137-139.

8. Organization of observation on reading materials with active learning methods // –Baku: "News of the Pedagogical University", Humanitarian, social and pedagogical-psychological sciences series. –2018. C.66. №2. –p.123-128.

9. The importance of ICT in the observation of language events in education // –Baku: Azerbaijan State Pedagogical University, "ICT in Education", scientific-methodical magazine. –2019. № 4. – p.78-83.

10. Organization of observation of reading materials in primary school by modern methods // –Baku: International scientific-theoretical journal "Language and Literature", –2020. № 1 (113). – p.336-338.

11. The importance of the observation of language events on student speech in primary school // –Baku: Azerbaijan University, Materials of the I Republican Scientific Conference on "Fundamentals of Humanities and Social Sciences", –2020. № 1, – p.184-186.

12. The impact of the use of new Information and Communication Technologies on the teaching of spelling and related orthoepy // – Baku: Proceedings of the International Scientific Conference on "Sustainable Development and Actual Problems of the Humanities". –14-15 May, –2018. –p.694-696.

13. Significance of the language events // - Kiev, Ukraine: Taras Shevchenko 5th International Congress On Social Sciences, - 8-10 May, –2020. –p.313-318.

14. “The influence of the observation and language phenomena in primary school reading materials on the quality of teaching” // – Paris, V International Paris Conference On Social Sciences // – February 07-08, –2021. –p.817- 822 ..

15. Relevance of the issue of research and protection of the Azerbaijani language // –Baku: Materials of the republican scientific conference "Development strategies of the humanities", –6-7 March, –2021. –p.62-65.

The defense will be held on 18th February 2022, at 12:00 at the meeting of the Dissertation council BFD 2.15 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Azerbaijan State Pedagogical University.

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The dissertation is accessible at the Library and Information Center of the Azerbaijan State Pedagogical University.

Electronic versions of dissertation and its abstract are available on the official website of the Azerbaijan State Pedagogical University.

Abstract was sent to the required addresses on 14th January 2022.

Signed for print: 13.01.2022
Paper format: 60x84
Volume: 37898
Number of hard copies: 20