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STATEMENT AND ABOUT ITS TYPES

Abstract: For every adult in public life, written fluency is as important as the clarity and intelligibility of spoken language. Today we see that the ability of the majority of school graduates to express their opinions in writing and orally, communicate and express their views freely is not the norm. Utterance writing is one of the educational norms showing that a student's knowledge, skills and abilities can lead him to creativity.

After all, the utterance plays a very important role in the secondary education system as a means of speech development. This is one of the main types of written work, requiring a consistent, competent retelling of the content of the work or an excerpt from it by the reader based on "his own word", "a certain style." Teaching students to write utterance in the education system increases their vocabulary, activates them, and develops their creative use of words and phrases.

Key words: written speech, statement, bayan, educational statement, control statement, creative thinking.

Language: English

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Introduction

In school native language classes, the statement is used as the main type of written work. The concept of the development of teaching the mother tongue in general education schools sets the following goals: "to develop a person who can express his opinion correctly and freely orally and in writing, ... think independently and creatively, understand the opinion of others - the culture of communication and speech". The use of the utterance in the lessons of the native language serves this purpose. The content of the corresponding text selected for expression ensures the fulfillment of the qualification requirements "the formation of students ... competencies for entering into social relations based on national and universal values" [1].

Bayan is an Arabic word in its lexical sense, meaning clarity, brightness, description, expression.

In the "Explanatory Dictionary of the Uzbek Language" it has four different meanings as an ambiguous word. Including,

1 Oral or written expression of human thoughts and opinions about the concept and imagination of nature and society. *Оғзаки баён. Баён қилмоқ. Фикр баён қилмоқ.– Бу ёғини қайси тил билан баён этсам экан... Х.Тўхтабоев, Сеҳрли қалпоқча.*

2 A part of a literary work that tells about what happened or is happening, as well as about the course of events. *Романда тавсиф, муаллиф мулоҳазалари ва баёнлар кўп.*

3 Description; comment. *Асарнинг қимматли боьларидан бири шеърият ва аруз баёнидир. "Фан ва турмуш".*

4 A work written on the basis of a read or spoken text; written work (one of the written forms of student

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knowledge assessment). *Ўқувчилар баён ёзишди. Баённи текшириб чиқмоқ. Баёнлар тўплами* [9, 9].

The basis of the origin of *bayonnota*, *bayonot*, *bayonchilik*, descriptive nouns or verbs *bayon etmoq*, *bayon qilmoq* used in the Uzbek language is also associated with this word.

Sources report: "... a work written based on those who read or voiced the text. In general education schools of Uzbekistan (mainly in grades 2-9), the office is used as one of the main types of educational (written) work to develop the thinking of students[4;5].

Thus, the bayan is a very important tool for the development of written language in the school system, mainly in the lessons of the native language. If we take into account that the overall goal of teaching a native language at school is to teach students to read fluently, deeply understand and write without mistakes, it becomes clear that writing a bayan is the most effective way to test the level of knowledge, skills and abilities of a student.

Teaching in the native language has moved from a system of educating knowledgeable performers in the direction of fundamentalism and academism to a way of teaching a person who is an entrepreneur and creative thinker in a pragmatic direction. What knowledge and skills is required from teaching in a mother tongue, renewed as a result of independence, in each lesson? It is known from the history of didactics that knowledge, skills, abilities and creativity are always interdependent[6].

At the heart of the special goal of teaching the mother tongue at school is a responsible state order for the upbringing in society of a creatively thinking person who is able to fluently, simply and clearly convey the product of thought orally and in writing to the listener. After all, among the content of teaching in the native language that is widely practiced today, the knowledge provided to students should correspond to their social needs, inspire them to be creative. We must not forget this: "Of course, knowledge is needed. But knowledge goes its own way. Independent thinking is also great wealth" [2]. So can the use of the bayan in the lessons of the native language serve this very purpose? We can answer this question without hesitation: "Of course". As experts rightly point out, one of the educational norms showing that the knowledge, skills and abilities of a student can lead him to creativity is the spelling of the bayan (statement).

There are also several types of storytelling that require a consistent, competent retelling by the reader of the content of a small didactic utterance or an excerpt from a certain work based on "his own word", "a certain style." These types always stem from the student's need to write a statement and the teacher's need to meet the qualifications set by the state as a social order for teaching the subject he or she teaches. Including,

Bayan (utterance) is divided into two types from the point of view of teacher supervision: 1) educational utterance and 2) control utterance.

An instructional statement can be made both orally and in writing. An instructional statement may be given in a specific part of the lesson, or sometimes it may be given a full hour of the lesson. The student usually writes the lesson statement in the class notebook and receives a grade based on what was read. The control statement is compiled (however, the text of the statement is read by the teacher, and the content is assimilated by the students orally). Naturally, when choosing a presentation text, the age and level of knowledge of the students are taken into account, with special emphasis on the educational aspect of the text, the degree of its compliance with the requirements of the period.

In both the educational statement and the control statement, the following procedure must be followed:

a) the accordion text is selected by the teacher in accordance with the age and psyche of the student in such a way as to provide the child with spiritual, educational support, easy to understand, "assimilated" by the student;

b) the accordion text is usually read by the teacher 2 times;

c) words that are difficult for the reader to understand or pronounce are written in the text of the statement on the board (up to 2-3);

g) the degree to which the content of the statement is understood by students is confirmed by an oral statement of 2-3 students (of course, it is important to choose students who read better, average and lower than their peers), the oral statement focuses on aspects that are confused or ignored by the student;

d) pupils make up a bayan plan (simple in the lower grades, difficult in the older ones);

e) the teacher makes sure that each student writes the application independently, and h.

Educational utterance is divided into several types, depending on the purpose of translation: 1) utterance that accurately reflects the content of the text; 2) a creative approach to the content of the text; 3) a statement summarizing the content of the fragmented text; 4) a statement with an additional task; 5) elective utterance; 6) creative expression; 7) a summary; 8) an expanded presentation of the content of the text; 9) abbreviated presentation of the content of the text; 10) symbolic and creative expression.

When writing a statement that accurately reflects the content of the text, the reader is required to concentrate, pay attention to memorizing what he heard, understand the content of words and phrases in the text, use the forms of expression used by the author, not deviate from the content. The student should try to record in the written work the originality given in the text of the statement in the written work as unchanged as possible, which expands the student's

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memory types, teaches him to concentrate and, of course, increases his written literacy.

When writing a creative approach to the content of a text, the text should be chosen as close as possible to the image of the event, concept, or character that the reader is familiar with in everyday life. In this case, the reader must be able to understand the essence of the content of the text, to summarize the events that are close to this essence, and to write a statement closer to the text heard. For this, works that are distinguished by the feature of artistic language are recommended. Before writing a statement on such a text, students must clearly understand each of the author's ideas, phrases, and methods and apply them in their own statements.

If the text is written in the author's language in a creative approach to the content of the text, it is expedient for the reader to express it in the language of the third person or, conversely, to give the content expressed in the third person in the first person / number. Naturally, this depends on the learner's ability to take advantage of language opportunities. This type of statement regulates associativeness in the student's thinking, enriches the vocabulary, and most importantly, increases the narratological feature in the student's speech. It is important that the selected text size is not too large.

For example, in 7th grade, the following passage from Utkir Hoshimov's story "The Man on Horseback" can be chosen to write a creative approach to the content of the text:

Боботоққа борганимда қизиқ воқеа бўлган. Ярим кечагача чўпонлар билан хангомалашидик. Мезбонлар қоп-қора чайир бир йигитни кўрсатиб, мана шу Бўрибой кийик боласини қўли билан тутиб олган, деганларида, тўғриси, ишонмадим... Одам кийикка ета оларканми?

Шунақа-ку, эртасига... Ҳаммамиз отлиқ янаям тепароқ яйловга йўл олдик. Анча юрдик. Бир маҳал белга урадиган ўтлоқ ўртасидаги «қора уй» олдига келиб ҳамма отдан туша бошлади. Мен ҳам ўзимни ерга ташлаган эдим, чап оёғим узангига қисилиб қолди. Мен учун бу кулгили ҳолат эди. Қўлим ерда. Оёғим узанги билан от қорни орасига қисилиб қолган. Ҳарчанд уринганим билан чиқаролмайман. Кулиб юбордим.

Қарасам, отдан тушган мезбонлар турган жойида қотиб қолибди. Ҳамманинг кўзида даҳшат... Ўттиз қадамча нарида турган Бўрибой, ишонсангиз, тўрт ҳатлаида тепамга етиб келди. Отимнинг жиловини маҳкам чангаллади. Шу орада бошқалар ҳам келишди. Оёғимни узангидан ажратиб тургизиб қўйишди. Йўл бўйи жимгина келган от эса бирдан қулоқлари чимрилиб кишнаб юборди. Бўрибой жиловини қўйиб юбориши билан думини гажак қилганча дуч келган томонга югуриб кетди.

Мен ҳамон ҳеч нарсага тушунмай турардим.

–Бир ўлимдан қолдингиз, ака!–деди Бўрибой хансираб. –Оёқ узангига қисилиб қолса, от хуркади. Хуркдими–тамом! Осилиб қолган одамни тепиб югураверади. Одам тепки еб, тошларга урилиб, бир халта этга айланади... Яхшиям вақтида улгурдик...

Сўйрак соқолли кекса чўпон эса елкамга қоқди.

–Худойга бир ёзганинг бор экан, улим! Отқа минувдан олдин тушувни ўйлаб қўюв керак...

In doing so, the student recalls a similar incident with himself or his loved ones. He tries to express what he remembers by bringing it closer to the content of the text. For example, "One day, the hem of my pants got caught in a bicycle chain"... "My brother was in a similar situation"...

To make a statement that summarizes the content of a piece of text, the teacher selects a related text of an average of 4-5 paragraphs whose content is unfamiliar to the students and writes each paragraph of the text on a separate sheet. Depending on the number of pieces of text, the class is divided into small groups, and each group is given a sheet of paper on which a piece of text is drawn. Thus pieces of text are read 2 times by the small group leader or group activist. In this case, students will need to summarize the content of the fragmented text and express it in writing.

Writing a statement that summarizes the content of a piece of text teaches students language sensitivity.

The additional task statement is mainly conducted as a test of what students have mastered in their native language classes. In addition to the requirements for correct comprehension of the content of the text, its coverage in the prescribed manner, for example, it is checked whether the knowledge acquired by students on a particular topic has become a skill and competence. For example, after learning spelling or punctuation rules, an additional assignment statement should be made. Or, once the types of words have been mastered according to their relation to form and meaning, they may be given the task of replacing a few sentences in the text with their content synonyms. 5th graders can choose the following passage from Mirkarim Osim's story "Shirak" to write an additional assignment:

Бошлиқлар бу мушкул муаммони ечиш учун бош қотириб ўтирганларида, ўтов эшиги олдига қуролли йигит Широқ деган бир чўпоннинг ижозат сўраётганини билдирди.

–Широқ? – деб қошини чимирди Рустак. – Ким у?

– Широқ бизнинг уругдан. Ўзи эртакчи, достончи доно чол. Бутун умри чўпонлик билан ўтган, – деди Саксфар.

–Ундоқ бўлса чақир бу ёққа ўша доно чолни.

– Эшикдан ёши олтмишдан ошган тетиккина, барваста бир чол кириб, таъзим қилди.

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– *Ижозат беринглар, мен ҳам қаторингизда ўтириб, ўз фикримни айтсам. Нима тўғрида гаплашаётганингизни биламан.*

– *Ўтир, ўтир, гапингга қулоқ соламин.*

– *Эрон шоҳининг аскарлари Сирдарё остидаги қум доналаридан ҳам кўп, уларни жангга чорлаб, енгиш маҳол. Аммо уларни қириб ташлаш учун бир йўл бор. Қулоқ солинг...*

As an additional task, it is not ineffective to continue the content of the text and to write a separate task by replacing the words in the first sentence with their meanings.

Not all of the text is written in the selected statement, but students write the statement on the surface of any part of the text in several parts. In doing so, students are given the freedom to choose the part they like and are interested in. This situation teaches the student to distinguish specificity from generality. The importance of selective narration is that students only master the text by weight; have a holistic view of the text; they understand the connection between parts of the text and try to shed light on the content of the part they have consciously, creatively chosen. The main thing is that the child develops speech ~ thinking ~ speech association, the right to independently choose a piece of text motivates them. (You do not have to make a plan for the selection statement.)

The creative narrative procedure usually requires the reader to either express their reaction to the content of the text or to continue the given text in accordance with the content. It is no exaggeration to say that creative expression is closely related to the main goal of mother tongue education [3; 8].

The teacher can take a navigational approach to the choice of creative expression forms, taking into account the level, level of knowledge, ability of the students in the class. For example, writing the content of event poems in the form of a story, generalizing dialogues, changing the identity of the speaker in the text.

The creative statement can be conducted both as a supervisory and educational written work. For example, when the subject of the horse and its spiritual groups is discussed in the sixth grade, it is appropriate to ask them to read the following text "Water" as an educational and creative statement and express their attitude to the content of the text:

Сувсиз-ер мазор, сувли ер – гўлзор. Сувсиз ер-жонсиз жасад. Сувсиз ерга қуш қўнмас. Таиннинг тушига сув кирар. Сувни қум тагидан қидир. Қум бор жойда сув бор, сув бор жойда жон бор. Сув тиласанг, Сулаймондан тила. Сувга – ариқ, йўлга – чориқ. Экин экмоқ осон, сув келтирмоқ қайин. Сув келтирар мард киши, экин экар ҳар киши. Сув келтирган – мард, сув келтирмаган – номард. Сув қадрини қудуқ қазиган билади. Сув ичсанг, қудуқ қазиганни унутма. Сув берган – савоб, ўт берган – кабоб. Сув ичаётганга

илон ҳам тегмас. Сув онаси – булоқ, сўз онаси – қулоқ. Сувни ич, чаимани булгатма.

In the case of this text, once students have an idea of the famous horse and its spiritual groups, they can suggest the following hydronyms related to water and give each line a creative continuation task. and integrates with natural geographical knowledge):

а) river names: *Амударё, Сирдарё, Оқдарё, Норин дарёси, Зарафшон дарёси, Қорадарё.....*

б) reservoirs: *Каттақўрғон сув омбори, Чимқўрғон сув омбори, Пачкамар сув омбори.....*

в) channel names: *Катта Фарғона канали, Жанубий Мирзачўл канали, Аму-Бухоро канали, Аму-Занг канали*

г) say names: *Оқтепасой, Кўксаройсой, Оҳаклисой, Оқсой, Қизилсой, Косонсой, Чодаксой, Қуруқсой.....*

д) lake names: *Ҳайдаркўл, Тўдакўл, Чуқуркўл, Каттакўл, Мохонкўл, Шайтонкўл, Ақчакўл, Жармишкўл, Чуқуркўл, Девонкўл.....*

е) spring names: *Мойбулоқ, Бешбулоқ, Оқбулоқ, Ойдинбулоқ, Шербулоқ, Қайнарбулоқ, Қўшбулоқ, Мингбулоқ.....*

The work associated with the above educational statement requires both the teacher and the student to be alert, to approach the essence diligently, and to prepare the students to write a review statement.

Ихчам баён. A type of written work that is written on a compact text is called a concise statement. This statement is held in each of the V-IX grades as an interesting small lesson for 8-20 minutes of the lesson, and this lesson does not bother the student, he quickly learns the content. It's in the form of a specific written mental exercise, and you don't have to plan for a concise statement. For example, in grades VIII-IX, in any lesson, a text of an educational nature is selected as follows, and 10-12 minutes of the lesson are devoted to writing a concise statement based on this text:

Донишманднинг ҳузурига шогирдларидан бири келиб: "Устоз, ишларим юришмаяпти. Нега шундай бўляпти экан?" – деб сўради.

Донишманд сўради: "Ота-онанг борми?"

Йигит шошиб деди: "Ҳа бор, шуқурки, ота-онам тирик, ҳаёт."

Донишманд кулиб дебди: "Мен сендан ота-онанг тирикми, деб сўрамадим. Ота-онанг борми? Қилаётган яхиликларингда ота-онангга ҳам ўрин борми, деб сўрадим."

Йигитнинг боши эгилибди: "Йўқ, ота-онам тетиклар... Улар менинг хизматимга эҳтиёж сезмайдилар, деб ўйлар эканман..."

Йигит нима учун ишлари юришмаётганини англаб, донишманднинг ҳузуридан чиқиб кетибди.

This is the content and significance of the text of this small statement, which quickly attracts the attention of readers. The teacher will be able to check and evaluate this type of statement in one day. Many will no doubt receive a positive assessment, which

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will also pave the way for students to improve their written speech.

It is sufficient that the text of the concise statement be read to the reader once. It also helps them to improve their hearing, attention, and memory.

In the extended statement of the content of the text, a small volume of text is attached to the students' judgment and they are given the task to write the expanded content of this text. An extended statement of the content of the text is also one of the statements of a creative nature, and it is possible to refer to wise sayings and folk proverbs to write it. For example,

to 5th graders: “Ўзга юртда шоҳ бўлгунча, ўз юртингда гадо бўл”, “Одобли бола элга манзур”, “Сувсиз ер – мазор, сувли ер – гулзор” such as;

to 6th graders: “Ватан остонадан бошланади”, “Ота-онага хурмат эл-юртга хурмат билан баробар”, “Китобдин яшии ёр бўлмас”, “Сув ичсанг, қудуқ қазиганни унутма”, “Томчи сувда тол кўкарар” such as;

to 7th graders: “Бирни кўриб фикр қил, бирни кўриб шукур қил”, “Дунё илмники, илмсиз дунёники”, “Фаросат–ақлинг фарзанди”, “Ариқдан сув узилмаса, саватдан нон аримас”, “Элни ер тўйдиреди” such as;

to 8th graders: “Истиқлол – тараққиёт онаси”, “Ширмой нонинг бўлмаса ҳам, ширин сўзинг бўлсин”, “Ватан, Она, Мактаб сўзлари муштарак”, “Қум бор жойда сув бор, сув бор жойда жон бор”, “Аждодлар ёди муқаддас” such as;

to 9th graders: “Эр йигитга Ватан ягона”, “Бахтинг калити вақтинг қўлида”, “Менинг кимлигимни эл билса бўлди”, “Сув онаси – булоқ, сўз онаси – қулоқ”, “Илму амал, илму амал ва яна илму амал” such as it is useful to write a creative statement that expands the content of proverbs, aphorisms.

The importance of shortening the text is that it summarizes the content of a fairy tale or story, encourages the reader to think actively and independently to express the main idea in a concise way, develops the ability to compose a synopsis from a large text.

It is also important to be able to make a plan in the form of a question from the surface of the text to develop the skills of shorthand. Then they write a short answer to the question. The following requirements must be met in order to write an abbreviated text:

1) reduction of the size of the text does not impair its main content;

2) a clear distinction between the main content of the text and the secondary events in the text;

3) the reduction of secondary events in the text, leaving out the most important places;

4) be able to write the content very briefly, concisely, while retaining the main idea of the author;

5) Flawless, beautiful and clean writing.

The complexity of the abbreviated statement is that it requires the reader to be sensitive to language, to use words and phrases skillfully, and most importantly, to have a clear understanding of what the author means in the text. Achieving this result requires the science teacher to work with the student not only during the lesson, but also through the teaching of other subjects taught in school, as well as in extracurricular activities.

When writing a shortened text, summarizing the content of the text selected in accordance with the age, psyche, as well as mentality, national ideology of the student, the main idea encourages the reader to be active, to think independently. They also develop in students the ability to distinguish specificity from generality, as in selected statements.

The statement is fairly reviewed and evaluated by the teacher; comprehensive study of narrative errors, avoidance of haste; the grade should not be artificially increased or, conversely, reduced too much, so that each student must be convinced that the grade he or she received is reasonable.

In our opinion, the types of statements used in mother tongue lessons should always be linked to the main goal of mother tongue education and should not be separated from the general teaching process in the form of a "blind spot". It should also be noted that in the process of teaching - narration - it is important to skillfully use the inductive methods of teaching, as well as deductive methods. Indeed, inductive methods, which are considered a method of discussion and problem-based learning, do not reject deductive methods, on the contrary, induction is always inextricably linked with deduction.

Thus, in the process of mother tongue teaching, the student performs a number of logical operations such as increasing vocabulary, feeling and understanding the subtleties, differences and similarities of words, correct pronunciation and writing, restoring the continuation of a broken thought, cultivating speech entrepreneurship, correct assessment of speech situation and language the statement also has a special role to play in shaping and developing the skills to use the opportunities accordingly.

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	ПИИЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

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