

Methodological Foundations of Teaching Parts of Vocabulary to Primary Grades

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Abstract

This article discusses what parts of vocabulary are, how to easily explain parts of vocabulary to primary school students in their native language lessons.

Keywords: Phrases, noun, adjective, numeral, verb, pronoun, ravish.

Introduction

The system of categories of words in modern Uzbek grammar, that is, the division of words into categories, dates back to ancient times. In the 4th century BC, Aristotle divided the vocabulary into 7, and in the 5th century BC, Indian linguists divided the word series into Yaska and Panini into 4. Later, in the 2nd-1st centuries BC, the Alexandrian philologists Dionysius of Thrace, Apollonius Discolus, and the Roman Varro were divided into 8 (noun, verb, ravish, adjective, article, pronoun, helper, connective) on a mixed morphological, semantic, and syntactic basis. Jump to search This system of speech has also influenced the Arabic grammatical tradition to some extent: the Arabs also refer to words other than verbs by the term "ism". Although in later periods (Middle Ages and 19th-20th centuries) in European and Russian linguistics, several classifications were made in this regard, but most often they were made relying on the Alexandrians classification. In different languages, the number of parts of speech and the size of individual categories are different. For example, in modern Russian, the number of categories of words is often 10, and in Uzbek it is 10-12 (various textbooks). These are 6 independents (noun, adjective, number, pronoun, ravish and verb), 3 auxiliary (helper, connective, preduce) and 3 separates (consonants, imitative words, modal words). From Wikipedia, the free encyclopedia This disambiguation page lists articles associated with the title Disambiguation. Speech categories are primarily divided into 2 main groups: independent parts of speech and non-independent parts of speech. The first group consists of independent words in Uzbek, and the second group includes auxiliary words, consonants, imitative words, and modal words. Independent words are words that have a dictionary meaning, perform nominative function, i.e. refer to or refer to subjects, events, signs, movements, etc., and can come as an independent part of a sentence. Words can also be classified according to the positions they occupy in the sentence. Words that can stand in the same

syntactic position or perform the same syntactic function in a sentence are included in the same categories of words. Not only the sum of syntactic tasks is important, but also the degree of specificity of each of these tasks to a particular word category. These tasks are divided into primary and secondary types. From Wikipedia, the free encyclopedia Khuddi also notes that for horses, the ownership function is primary, and the cross-sectional task is secondary. Each phrase is distinguished by a specific set of grammatical categories. This disambiguation page lists articles associated with the title Disambiguation. Now we want to dwell on each part of the phrase. The system of studying the topic "noun" is a goal-oriented process, in which the generalized meaning and grammatical signs of this category of words are studied in a clear coherence, scientifically based relationship with each other. Again, the exercises that are performed in order to use the horse correctly in speech and to form the correct writing skills are gradually becoming more complex. The characteristics of the horse as a language phenomenon, the tasks of its study, the volume of material for each grade, the consistency of their learning are prescribed, taking into account the age characteristics of the students. The tasks of learning a horse in primary grades are as follows:

1. Formation of a grammatical understanding of "noun";
2. What is the answer to the question "Who?" in nouns (personified)? to develop the ability to distinguish nouns that are the answer to the question (denoting a thing, animal, animal, etc.);
3. Formation of the ability to capitalize people's surnames, first names, patronymic, names for animals and geographical names;
4. Acquaintance with the number (the use of a noun in the singular and plural) in horses;
5. Formation of skills of correct use of horses with possessive additives;
6. To acquire proficiency in the sorting of nouns with conjunctions and the writing of consensual suffixes;
7. Enrichment of the students' vocabulary with new nouns and the development of their ability to use them accurately, appropriately in speech;
8. Ability to analyze, compare, summarize words;

The methodology of the qualitative research is based on its linguistic features. Quality refers to the mark of the subject (color, size, shape, appearance, taste, character, smell, weight, place and attitude to the moment). The lexical meaning of the adjective requires that it be studied in relation to the noun. To understand quality, students' attention from the 1st grade should be focused on the connection of quality to the noun. Students will identify a subject, where they will develop the ability to identify the connection between words in a sentence using interrogations.

In elementary grade, the number is studied in 3 directions:

1. Work on the pronunciation and meaning of numbers
2. Work on grammatical forms of the number
3. Work on the spelling of numbers

The number is studied in the method of conversation in teaching grammar and spelling, the semi-research problem method, analytical (analysis), synthetic (content), inductive methods. These methods are chosen depending on the essence of the concepts given by the number and the level of preparation of the students. If the reader has a certain level of knowledge about numbers, from the semi-researched problem method or the interview method; If children do not have a general understanding of numbers, inductive and analytic methods are used.

The consistency of work on the verb phrase, the connection between the sections, the volume of the program material, the methods and means of studying it in each grade are determined by the task of studying this phrase, its linguistic features and the cognitive capabilities of young students. The main tasks of studying the verb category are: formation of the initial understanding of the verb as a part of the vocabulary, enrichment of students' speech with verbs and development of the correct use of verbs in oral and written speech, development of students' mental activity, mastering some spelling rules related to the grammatical topic. The linguistic features of the verb are a bit complicated, so that elementary school students are introduced only to its important aspects.

We will now look at these things through methods. For example: parts of speech are easy to explain using the method "Rebus". In this method, children both think and help them remember the topic at hand. In our method, a new word is formed by adding the initials of the given images and the answer to the question of which category of words this word belongs to.



The word "Navoi" is hidden here, and when children find this word, they should ask: Navoi-where? So this word belongs to the noun vocabulary. Thanks to it, children can be taught to think faster, to think logically. There are many such methods that the teacher can apply in the lessons, adapting them to the topic of their topic.

In conclusion, we can say that an experienced, creative-minded teacher will apply slightly easier or slightly more difficult methods to the topics covered in the lessons, depending on how capable they are. We know that the topic of these phrases can be a little difficult for elementary school kids to understand. Therefore, it is possible to organize lessons meaningfully and efficiently by using a slightly more thought-provoking methodology as the class is a little easier and larger as the class is.

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