

METHODOLOGY OF WORKING ON WORD GROUPS IN PRIMARY CLASSES

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Abstract:

This article describes the ideas and methods of teaching word groups in elementary grades. This article is relevant in that it focuses on the study of word groups, without giving theoretical information about the methods used.

Keywords: word groups, program, grammar, linguistic, vocabulary, situation, direction, spelling, method, technology, symbol, change.

The rich vocabulary of the Uzbek language is known from the cases used in elementary school mother tongue and reading literacy textbooks. Vocabulary work conducted on word series serves to strengthen and expand students' knowledge of the subject and, at the same time, to enrich their vocabulary stock.

It is known from observations that according to the requirements of the curriculum for working on word groups, even if it starts from the first grade, the process of learning it is methodologically divided into four stages. Phrases are taught in elementary education based on elementary theoretical concepts and basic knowledge in a practical way. We call the first stage of the methodological aspect, which is divided into four stages above, the stage of full practical learning. Because at this stage work is done on word groups without any theoretical information and it corresponds to teaching literacy of the first grade and the second half of the first grade. The methodology of working on word categories is divided into groups based on the following signs:

Linguistic

Grammar

Morphological 4) Syntactic

And the division into groups based on these signs is the science of soz groups. After general information about word groups (noun, adjective, number, pronoun, verb) is given to elementary school students, each word group is organized separately from a lexical-grammatical point of view. This aspect prepares a favorable ground for their comparison at the initial stage of studying word groups and makes it possible to more clearly distinguish the main aspects of the formed grammatical knowledge. Elementary school students will learn the following four characteristics of noun, verb, adjective, and number phrases in the order specified in the national curriculum:

What the words represent, that is, how they mean. For example, the object, its symbol, the movement or state of the object.

How words answer questions.

What part of the sentence is used as part of the sentence 4) Change-immutability (variation and inflection)

Based on the above-mentioned knowledge, students compare word groups, form concepts about word groups at the practical stage. At this stage, students gradually expand and deepen their knowledge about the grammatical signs of each word group, depending on their meaning. According to the program, words in the first and second grades are classified according to the morphological questions they answer. Starting from the third grade, the concept of the soz series is formed. Students are introduced to the generalized lexical meanings of word groups, singular and plural usage of nouns, participle and participle verbs, as well as the specific features of nouns, adjectives, numbers, and the function of verbs in a sentence.

It follows from this that, in the fourth grade, the knowledge about the morphological and syntactic features of word groups deepens more and more, that is, students learn to change nouns with possessive and conjugation suffixes, the function of adjective and number word groups in the structure of a sentence, pronouns (person) and their they are classified by agreements, and at the same time, they learn the meanings of person-number and tense in verbs. Based on the above, the importance of modern methods for forming the understanding of word groups in elementary school students is very great.

In the process of scientifically covering this topic, we started to use several methods, and I think that it will have a good effect in the teaching process of elementary school students. It is effective to use methods such as "Brainstorming", "Pillapoya", "Problem situation", "Zig-zag", "Five fingers", "Explain to a friend" in teaching the elementary school students about word groups.

Observations in the studied scientific works show that the method used in teaching each word group to the student should be adapted to the characteristics of this word group. For example, if the process of working on the formation of the concepts specific to the number word group based on the FSMU method is characteristic for 3rd graders, the "Five Finger" method can be used to teach all word groups. Working with small groups in elementary school students gives effective results and helps to activate younger students. In each small group, questions are made based on the problem situation. The main content of the questions is given based on the steps in the textbook. It is also very important that the methods used in teaching word groups are chosen depending on the essence of the concepts of word groups and the level of preparation of students.

A summary of the signs and characteristics of these language groups helps students to form a solid understanding of the language groups. That is, who is the ot soz group?, what is it? , where? Answering the questions of (-s), from summing up the meanings of

person, object, place, adjective - what?, what kind?, which? It is the symbol of all animate and inanimate beings in existence. From the above, it can be seen that coherence and consistency are very important in teaching vocabulary. For example, a 2nd grader thinks about the words water, without water, and water as follows: water-what? action (verb group). In the elementary school curriculum, the teacher does not give special knowledge about the division of speech groups into independent or auxiliary speech groups, but practically introduces children to the signs of speech groups.

Currently, the subjects of mother tongue and reading literacy, which are taught in elementary grades based on the national curriculum, require more practical work from the teacher, that is, the student tries. Using the "Charkhpalak" method, students' understanding of word groups is as follows. This method is a method that allows for the strengthening of organized knowledge and mutual evaluation. When teaching this subject, students should gather around the same table. Each participant in the group is numbered. Questions will be provided in three envelopes. The content of the questions should be as follows:

1. Explain the meaning of the highlighted word.
2. Define the group of words (who?, what?, where?, how?, what?, which? (depending on which word group is being taught, it is based on its characteristics, if this method is used in the group of number words, it will give good results).
1. Instead of dots, put words that express the meaning of counting.
2. Compose a text using a few words based on the given picture (composing a text based on the explained topic helps not only the development of the student's oral speech, but also the formation of grammatical and spelling knowledge, and strengthens the topic that is organized as part of the "Charkhpalak" method. Experience and observations show that the student when consciously teaching a new word or concept, the sentence, story, text based on these concepts remains in his memory and he consciously understands. This method is often recommended for learning foreign languages. However, scientific views and theories have proven to be effective in learning our native language.

The success of any method depends on the teacher being able to use it in appropriate situations and with what questions he applies it. Using the cognitive activity of a young student with the questions he encountered on the road does not give the expected effect and result.

The expected results of the methods depend on the orientation of the teacher's questions to the important aspects of the grammatical phenomenon, the situation, the characteristics of the topic being explained, teaching tools and tools (dictionaries on various topics, textbooks, pictures and exhibits, technological tools, tables (relating to word groups). They carry out the assignments given by the teacher orally and in writing, depending on their characteristics.

These methods allow elementary school students to think creatively, strengthen their knowledge, and express themselves. The main task in teaching vocabulary is to improve students' oral and written speech, to enrich their vocabulary, to understand the meaning of the words that the student has been using until now, to create connected speeches and stories based on them, and to use one or another of these words appropriately. In order to successfully solve these tasks, synonyms and antonyms (these terms are not given) are regularly worked on in the process of teaching word groups, students are introduced to words with different meanings and their use. In this case, it is appropriate to start education with students' personal experiences, what they have learned directly, and what they have learned from books. Taking into account the students' ability to observe, it is also appropriate to use tables.

That is, including the visual aids in the classroom will help to strengthen the word groups in the student's memory. The student observes this not only in the course of the lesson, but also in extracurricular processes. Thus, the main methodical conditions that help to master the word groups are to activate the mental activity of young students, to interest them in acquiring new knowledge, to rely on the students' speech experience, to systematically work on the formation of linguistic attitudes in students. The teacher should be able to manage the process of formation of concepts about word groups, to be able to understand what are the modern methods for organizing the mental activity of students and to apply them in a suitable way, to be able to explain the word groups more effectively.

In conclusion, it can be said that there are many methods of acquiring knowledge and forming it. All that is required of us is to be able to choose it in accordance with the situation and the features of the subject being taught, as well as the opportunity and strength. The demand of the rapidly developing era puts practical activity in higher priority than theoretical understanding. The main concept of this practical activity is the method and methods we use. Systematic strengthening of the application of pedagogical technologies and methods in the age of technology is the basis for the formation of students' understanding and skills in a conscious way.

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