

METHODOLOGY FOR THE FORMATION OF THE CONCEPT OF PARTS OF SPEECH IN PUPILS OF GENERAL SECONDARY EDUCATION

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Abstract: The article examines the grammatical classification of words based on their lexical-semantic, morphological properties and syntactic functions, as well as its teaching to students of comprehensive secondary schools in native language lessons.

Keywords: word class, grammatical classification of words, order of analysis, didactic principle, morphological concept, conversation method, problem-based research method, lexical-grammatical difference of words.

The words existing in our language are grouped according to certain signs. When teaching word classes, the grammatical classification of words is based on: whether they express lexical meaning, morphological features and syntactic functions.

The following are taken as the basis for teaching word classes:

- Teaching through the organization of a complex analysis of the text.
- Developing communicative skills in students.
- Directing students to eliminate spelling errors in written work.

Before studying word classes separately, information is provided about the concept of “word classes”. Information about word classes is provided based on the analysis of the text being studied in the following order:

1. Words are divided into groups according to whether they express lexical meaning or not, that is, whether they express lexical-semantic meaning or not.
2. The words in each group are divided into groups according to their use with different suffixes and their own grammatical category.

3. Some word groups do not receive suffixes that are received by words in other word groups. Some word groups do not even receive suffixes.

4. Words perform a function in the structure of a sentence.

The didactic principle is strictly adhered to when teaching word groups.

1. Each piece of information is given on the basis of a text or sentence, in cooperation between the teacher and the student, with the active participation of the students. Attention is paid to the simple and understandable examples selected to teach the topic.

2. The new knowledge given to the students is given taking into account the knowledge they learned and mastered in the primary school.

3. Grammatical tasks are developed in a certain sequence and are given to the students in this order.

4. A grammatical phenomenon is defined based on the analysis of examples. For example, 6th grade students are given new information - knowledge about morphological concepts based on their knowledge of word groups in the primary school. Based on the topic of this textbook "Hospital", students' knowledge of word groups is determined and new information is provided. For example, based on the questions and tasks in the textbook, the meaning of terms is worked on:

-The meaning of the terms oculist, neuropathologist, dentist, cardiologist, surgeon, ENT, dermatologist, endocrinologist, pediatrician is explained, what patients each profession treats, what devices they use to diagnose the disease are explained and written based on pictures. Words that students may write incorrectly are explained according to their sound-letter composition.

Based on the text "Amir" in the textbook, the classification of word groups is worked on (page 26). Students write the words highlighted in the text in the table using the questions:

Ot	Sifat	Son	Olmosh	Fe'l
Buxoro	kasal	uch	bu	ranjibdi

tomir	yosh		u	debdi
amaldorlar	burr		siz	jazm qilibdi
	o			sog'ayib ketibdi

In the conversation method, the categories of the words written by the students are clarified according to their morphological features. The students do not know that this word is a demonstrative pronoun. The fact that this word is a pronoun will be clarified in the following analysis.

After that, the students' attention is focused on the meaning, function, and categories of the words and suffixes *va*, *vil*, *lekin*, *kabi*, *demabdi-yu*, *burro-ya*, *yoshsan-u*. The following table is displayed on the slide:

Independent word groups					Auxiliary verbs	Word groups in the range
Ot	Sifat	Son	Olmosh	Fe'l		
<i>Buxoro</i>	<i>kasal</i>	<i>uch</i>	<i>bu</i>	<i>ranjibdi</i>	<i>va</i>	<i>demabdi-yu</i>
<i>tomir</i>	<i>yosh</i>		<i>u</i>	<i>debdi</i>	<i>bilan</i>	<i>burro-ya</i>
<i>amaldorlar</i>	<i>burro</i>		<i>siz</i>	<i>jazm</i>	<i>lekin</i>	<i>yoshsan-u</i>
<i>r</i>	<i>qattiqro</i>			<i>qilibdi</i>	<i>kabi</i>	<i>yo'q</i>
<i>amirning</i>	<i>q</i>			<i>sog'ayib ketibdi</i>	<i>ham</i>	

As a result of the analysis, information is provided on the division of words in our language into groups according to their lexical meaning (lexical principle), according to the suffixes they accept (morphological principle), and according to whether they function as parts of speech in a sentence or not (syntactic principle).

After students have acquired general information, they work on their lexical and grammatical differences using the example of nouns and verbs:

Noun - word group		Verb phrase
Narsalarning,	shaxslarning,	Harakatni bildiradi

joylarning nomi bo'ldi. Kim?, nima?, qayer? so'roqlariga javob bo'ladi. (amaldorlar) Ko'plik qo'shimchasini oladi. (<i>amirning, tomirini</i>) Kelishik qo'shimchasini oladi. (<i>amirlar</i>) ko'plik qo'shimchasini oladi.	Fe'llar "nima qildi?" so'rog'iga javob bo'ladi. (bajarmasa) bo'lishsizlik qo'shimchasini oladi. (bilmaysan) Shaxs-son qo'shimchasini oladi. (yengding) –di – zamon qo'shimchasini oladi. Kesim vazifasida keladi
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So, the differences between noun and verb words in terms of lexical meaning, suffixes, and function in a sentence are reminded based on the analysis of examples.

The differences between auxiliary words and intermediate words are taught based on examples in the problem-based search method. The students are given the following tasks: "Find words that answer one question with an independent word from the text", "How are these words connected to another word?", The teacher writes a sentence on the board with one or two words that express different sounds and sounds in nature, and then gives the following tasks: "Find a word that imitates sounds in nature". For example: The sound of a hammer could be heard from the workshop. Lightning flashed and dazzled. Food was boiling in the cauldron.

Students' analysis is written on the board in two columns:

Assistant	Imitative words
<i>U bilan</i>	<i>Taraq-turuq</i>
<i>Amirlar bilan</i>	<i>Yalt-yult</i>

Amaldorlar <i>bilan</i> bir necha kundan <i>so'ng</i> yurtda bo'lgan <i>kabi</i>	<i>Biqir-biqir</i>
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Problem: Think about how we can generalize these words?

What word do words like "with", "after

Ko'makchi otni fe'lga bog'laydi	taqlid so'zlar turli tovushlarni yoki turli ko'rinishlarni ifoda etadi
birgalik, vosita kabi grammatik ma'nolarni ifodalaydi	taqlid so'zlar gaplarda otning egalik, kelishik qo'shimchalarini olishi mumkin
gap bo'lagi bo'lib kelmaydi	Otning qo'shimchalarini olganda biror gap bo'lagi vazifasida keladi

The following conclusion is drawn regarding word classes:

In a language, words differ in their lexical meaning, interrogatives, suffixes, and function and are divided into classes. Words in the classes of nouns and verbs, adjectives and numerals, auxiliary and imitative words differ from each other in their specific characteristics.

In the process of working on morphological concepts, students' attention is drawn to the places of use and spelling of each word class in oral and written speech.

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