

METHODS OF TEACHING TYPES OF WORDS ACCORDING TO THE RELATIONSHIP OF FORM AND MEANING

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Abstract:

This article shows the ways of understanding the word, understanding its meaning and correct use in the native language of schoolchildren. provides information on ways to expand the worldview of students by increasing vocabulary.

Keywords: word, word meaning, reader's dictionary, synonymy of words, antonymy of words, semantic aspects of words, sarcastic meaning of words, phraseological units, polysemy of words, figurative meaning, figurative words, figurative meaning of words, text, proverb text.

SO‘ZLARNING SHAKL VA MA‘NO MUNOSABATIGA KO‘RA TURLARINI O‘RGATISH USULLARI

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Annotatsiya:

ushbu maqolada maktab o‘quvchilarining ona tili mashg‘ulotarida so‘zni tushunish, mazmunini anglash, to‘g‘ri qo‘llash yo‘llari ko‘rsatilgan. O‘quvchilarning lug‘at boyligini oshirish orqali dunyoqarashini kengaytirish usullari haqida ma‘lumotlar keltirilgan.

Kalit so‘zlar: so‘z, so‘z ma‘nosi, o‘quvchi lug‘ati, so‘zlar sinonimiyasi, so‘zlar antonimiyasi, so‘zlarning ma‘no qirralari, so‘zning kinoyali ma‘nosini, frazeologik birliklar, so‘zlarning ko‘p ma‘noligi, ko‘chma ma‘no, obrazli so‘zlar, so‘zlarning majoziy ma‘nosi, matn, maqol matni.

Аннотация:

в данной статье показаны способы понимания слова, понимания его значения и правильного использования в родном языке обучения школьников. представлена информация о способах расширения мировоззрения учащихся за счет увеличения словарного запаса.

Ключевые слова: слово, значение слова, читательский словарь, синонимия слов, антонимия слов, смысловые аспекты слов, саркастическое значение слов,



фразеологизмы, многозначность слов, переносное значение, переносные слова, переносное значение слов, текст, текст пословицы

Introduction

Lexicology is the science of words, grammar is the science of changing word forms and their connection in a sentence. The richer the students' vocabulary, the more developed their speech will be. Speech development is interconnected with the construction of a sentence and work on the vocabulary that makes up its content. Professor N. Mahmudov: "The power of the speech, the ability to convey relevant information to the listener in a complete and convenient, "infectious" way depends on vocabulary, which is one of the important communicative qualities.

The methodology of working on vocabulary at school includes four main directions:

1. Enriching students' vocabulary, that is, mastering new words, as well as new meanings of some words in children's vocabulary. In order to learn the vocabulary of the native language, the student should add 8-10 new words to his vocabulary every day, including 4-6 words in the native language lessons, that is, people should learn the meaning.
2. Clarify students' vocabulary. This includes the following: 1) fully mastering the meaning of words that the student has not mastered thoroughly, that is, including these words in the text, comparing them with similar words, choosing antonyms to clarify their meaning with ; 2) mastering the sarcastic meaning of the word, words with multiple meanings; 3) mastering the synonyms of words, the meaning aspects of synonymous words; 4) mastering the meaning of some phraseological units.
3. Activating the vocabulary, i.e. transferring the words from the inactive vocabulary, which the students understand the meaning of, but do not use in their speech activity, to the active vocabulary. For this, phrases and sentences are made with the participation of these words, they are used in retelling what they have read, conversation, statement and essay.
4. To transfer the words that are not used in the literary language from the students' active dictionary to the inactive dictionary. Such words include simple words and phrases used in some literary works and colloquial language, as well as words related to dialect and social group, which do not belong to the norms of the literary language, which have been acquired by children under the influence of the speech environment. After mastering the concept of the standard of the literary language, the students will start using the words of the literary language instead of the words explained above. As literary language skills are strengthened, words related to dialect, slang, simple words and phrases used in colloquial language begin to leave the active vocabulary of students.

Students' vocabulary is enriched and improved based on the following sources:

1. Observing the surrounding environment: Nature, people's life and work, children's play and study, relationships with adults. Children learn many new names and phrases by observing objects and properties during excursions to nature, various places, and institutions. During the conversation about these excursions, their knowledge will be deepened, and the meaning of some words will be clarified.



The most reliable source for enriching students' vocabulary and speech is literary works. In the reading classes, students Oybek, H. Olimjon, M. Shaykhzoda, G. G. Ulam, H. Hakimzoda, Zulfia, Uygun, A. Qahhor, P. Momin, Q. Muhammadi, Sh. They read the works of many masters of words such as Sa'dulla, Z. Diyor. They master the Uzbek language with the help of high artistic images. In the reading lesson, children's vocabulary is enriched with words related to certain topics. Many words such as cute, sweet, kind, honest, brave, brave, brave, hard-working are added to their list, which express moral concepts. In the process of working on the text, they learn polysemous words, synonyms, words used in a figurative sense, some phraseological combinations.

After children learn to read independently, they enrich and organize their vocabulary with the help of books and newspapers.

In addition to these, the texts of movies and television broadcasts, the speeches of students and other school and non-school institutions are also sources of enriching and improving students' vocabulary.

Different dictionaries are a very useful guide to enriching your vocabulary. There is a "Spelling Dictionary" for elementary grades. The teacher successfully uses various dictionaries (Uzbek synonyms, antonyms, phraseological dictionaries, various terminological dictionaries) both for information and for choosing material.

In primary grades, in order to increase the student's vocabulary, the meaning of the word is first explained in the exercises.

Explaining the meaning of the word enriches the student's vocabulary and improves his speech. The terms of subjects taught in elementary grades are also included in the list of words that need to be explained. Explaining the meaning of terms helps to better understand the meaning of this word. For example, by explaining the meaning of the term subject, students will learn that the subject is used in a broad sense, that all things, phenomena, concepts in nature are called subjects. This will help them quickly understand terms such as nouns, adjectives, numbers, and verbs.

Explaining the meaning of the word should take very little time and should not distract students from the main topic of the lesson. For this purpose, the teacher determines the words whose meaning needs to be explained, the most convenient ways to explain them, and where to explain them in the course of the lesson.

Reading literacy Some words that children don't know the meaning of are first encountered in the texts of the books and are explained before reading the text.

In the process of reading the text, it is necessary to stop explaining the meaning of words. If there is a need to explain a word in the process of reading the text, the meaning of the word is briefly explained without distracting the attention of the readers from the content of the text.

Figurative words and figures of speech used figuratively are explained after reading the literary text, as the meaning of the word is best understood from the content of the text and the context. Especially when reading parables, the allegorical, metaphorical words in it cannot be explained before reading the work or during the reading process.

The methodology uses the following methods of explaining words:



1. Explain the word based on the context. In this case, the word that the students do not understand is explained with the help of a sentence (or text) that uses words that are understandable to them.
 2. Explain the meaning of the word using the dictionary and the explanation given under the text in textbooks. It is important to teach students to understand the meaning of words independently by using explanations.
 3. Explain the meaning of the word using its synonym. For example, sabo-shabada, defense-protection, musician-musician, country-homeland, structure-building, sky-sky. When explaining a word by choosing a synonym, it is necessary to show the stylistic (methodical) significance of this word.
 4. Explaining the concept expressed by an unfamiliar word by comparing it to the concept expressed by a familiar word (its antonym). For example, the concept of hardworking can be explained by comparing the concept of lazy, the word truthful to the word liar. Words and phrases used figuratively, figurative tools, proverbs are also explained using the method of comparison.
 5. To explain the word with a concept close to itself, that is, with a different expression. The explanation of the explained word should be short and clear. For example, arbitrariness means to act according to one's own will, to do the work as one wants; an expert-a tradesman; a sharp-eyed bird that flies far and wide; a dish made of sheepskin; a container for putting flowers in vases, etc.
- Some words are explained by explaining their function. For example, a combine harvester is an agricultural machine that harvests, threshes, and cleans grain at the same time; excavator - a machine that digs the ground and loads the soil into a truck at the same time; aerodrome-a place where planes stay, take off or land, etc.
6. Explain the word by explaining the main sign of the subject. For example: a thorny plant that grows in a dry place; shark - a very large predatory fish that lives in the oceans, etc.
 7. To explain the meaning of words expressing moral and abstract concepts with the help of examples. For this purpose, the actions of the hero of the work, which has moral qualities, will be analyzed from the artistic work studied by the students.

In short, working on explaining the meaning of words enriches students' vocabulary and makes their speech more fluent. We think that when explaining the meaning of a word, it is appropriate to approach the types of words according to the relationship of form and meaning.

For example:

Synonymous words (synonyms) are words expressing a common concept (meaning) with different spellings. Synonyms differ from each other in terms of additional meaning, emotional color, and application. Big, great, big, great, big, big, huge, huge, huge, big, gigantic synonyms, the word big means a wide concept and is used both in relation to a concrete concept and an abstract concept. Great, big, excellent, big, huge words are used in relation to things that are very large in size, giant, awesome, and the words are used in relation to things that are very large in size. Large is rarely used. Gigant is characteristic of the book style and is mainly used for site construction.



Synonyms enrich the language from the lexical side, so it is very important to use them with artistic words. The more synonyms a person has in his vocabulary, the more expressive his language will be.

The Uzbek language is a language rich in synonyms. "Explanatory dictionary of synonyms of the Uzbek language" lists 11 meanings of the word "big" and 13 meanings of the word "marta". In elementary grades, theoretical information about synonyms is not given, but the understanding of synonyms is formed with the help of practical exercises. Work with synonyms begins elementary in the 1st grade: students are taught to find a synonym of a given word, to explain how it can be said differently, and in the 2nd-3rd grades to find and say two or three synonyms of a given word.

In order to increase the student's vocabulary in elementary grades, the following exercises are used on synonyms:

1. Grouping given synonyms. In this case, one or two other words are introduced to the words of two synonymous lines of the same word group. Students divide the synonyms into two groups. The words for this can be given as follows: homeland, purpose, country, intention, country, murod, country.

2. Choose a synonym for the given word. The teacher says the words sky when the noun is passed, delicious when the adjective is passed, and the words to get used to when the verb is passed. Pupils choose synonyms for the words: sky-blue, sky, sky; delicious- tasty, delicious, sweet; to get used to - to learn, to get used to, to make a habit.

3. Copy the text by replacing the missing synonyms. A list of synonyms to be written is given for checking. Students substitute synonyms and explain the difference in their usage.

4. Copy the sentences by putting the corresponding words. For this purpose, synonyms are given in parentheses, the reader selects the sentence that matches the meaning of the sentence and copies it: He carries the water of the river (spring, spring), increases the value of a person (labor, work). It is known in gold (fire, fire, flame) and man (work). Returns the combined (foe, enemy).

5. Creating didactic material using a series of synonymous words and doing exercises with it. For this purpose, four synonymous lines of words are selected and the mixture is placed in 16 cells. The teacher says a word in these cells. For example, beautiful. Pupils find a word (synonym) with a similar meaning to this word and say it in the boxes: beautiful, charming, possessive, pleasant.

They make sentences with a series of synonymous words: a beautiful city, a beautiful landscape, a charming princess, etc.

In the same way, it is possible to increase the vocabulary of students when working on words with opposite meanings during the activity.

Opposite words are called antonyms. Antonyms are often found in adjectives. There is also an antonymic relationship between a word and a phraseological unit (phrase). (like a sloth has grass in his heart).

Elementary school students are introduced to antonyms in practice. Work on antonyms begins with finding an antonym from a text, then special exercises are used:



1. Choose an antonym for the given words. When the noun passes the word group: pain..., friendship-..., white-..., youth-...; when the adjective crosses its category: lazy-..., stupid-..., honest-..., wise-..., sick-...; when passing the verb, it is given as: got sick-..., burned-..., started-... Pleasure, enmity, blackness, old age; hardworking, alert, liar, ignorant, healthy; They choose the antonyms of the verbs and write them with their pairs.

2. Make sentences by joining words with opposite meanings. For this, the teacher chooses an antonym and gives a word to make a sentence, students choose an antonym for the given word and use them to make sentences.

3. Find an antonym for the given sentence. The teacher said, "The right person ... keeps his word. If you're young, come to work, ... if you're young, to work. Good talk, ... talk. He gives sentences such as "Speak less of the sentence, look at the work".

Enriching students' vocabulary with words with similar and opposite meanings helps to express their thoughts clearly, fluently and expressively.

The process of working on words with multiple meanings and similar forms and explaining these words to elementary school students with various examples also show an effective result in enriching the student's vocabulary. Students often encounter ambiguous words, but they do not realize that they are ambiguous words.

In the process of working on an artistic work, the teacher introduces students to figurative words and explains that some words are used in multiple meanings. At the same time, special exercises are also used:

1. Comparing the meaning of the words in the phrase: the clock was running, the train was running, my brother was walking; stone road, stone heart; silver spoon, silver sky, silver winter.

2. Read the sentences and say the meaning of the highlighted words: The summer will be hot this year. You write a letter to your friend.

In elementary grades, theoretical information is not provided on polysemous and homonymous words, only preparation for the formation of such concepts is provided.

Proverbs are of great importance in enriching students' speech. Proverbs are a very convenient material for reading, conversation, story creation, grammatical analysis and writing. They will be concise, meaningful and impressive; proverbs develop the student's artistic taste, teach them to pay attention to speech, to think correctly and logically, and play an important role in aesthetic education. A lot of proverbs on various topics were given in the primary school textbooks depending on the topic, and in the Uzbek language textbooks in the exercise texts. Students read proverbs, connect them with the moral problem of the read work, with life conditions, and explain their metaphorical content with some words and phrases. As a result, they start using proverbs instead.

Proverbs are used as a summary of the read work and help to understand the content of many works. For example, as a summary of the fairy tale "Hunter, Blue and Wise" (4th grade) "One who agrees, one who does not unite", "When friends are united, work is easy", "Wisdom in harmony" many", proverbs "United power is invincible"; "Is it easy to be polite?" (A. Abidjon) after his work



The proverbs "The ornament of a person of manners", "A polite child is pleasing to the hand", "The greatest of knowledge is manners", "The mind is from the youth, the manners are from the head" are given, which reveal the essence of the content of this work. Pupils like proverbs, that's why they enthusiastically perform the tasks given by proverbs. Taking this into account, the teacher can teach the students the figurative meaning of words and the expression of many meanings by using various exercises with proverbs.

In order to strengthen the knowledge and concepts learned with the help of proverbs, it would be appropriate to provide repetition exercises.

First, with the help of proverbs, the types of words are taught according to the relationship of form and meaning, and in the next lessons, one or two of the words in the proverb are represented in pictures and form the full form of the proverb correctly. practice orally and in writing. By remembering the didactic value of the proverb, the student's thinking increases and he learns the words mentioned in the proverb more firmly. Now, through the deep meaning of the proverb and the words used in the proverb, their knowledge about the types of words according to their form and meaning will be strengthened. This makes mastering the subject easier than explaining to the student by saying words or writing words on the board, and it shows a good, quick result. For example:

1. If you are a farmer, be grateful

If you are a shepherd - with him.

2. If you sow wheat, sow it in autumn, Plow it well and sow it. (with pictures of wheat and autumn)

3. If you are a farmer, be grateful, if you are a soldier - at the beginning. (with a picture of a farmer and a policeman)

4. Sow corn in the dust, and millet in the mud. (with a picture of corn and millet)

5. Cotton does not need shade, nor a neighbor. (with cotton and a picture representing only the shadow of an object)

6. If you make the earth earth,

The earth will make you a lion. (with pictures of earth and lion)

7. There is no mountain without stones,

Garden without plants (with pictures of stones and plants)

8. If you sow a seed, sow it wet,

If you don't plant in the wet, plant on the roof. (with seed and roof picture)

9. The one who is afraid of the sparrow does not plant millet. (picture of sparrow and millet)

10. Don't make a peach necklace,

From a goat - cattle (with pictures of peaches and goats)

The above proverbs are proverbs about farming, which serve to increase the reader's outlook and lexical wealth in this field. We can do this exercise in connection with the rest of the proverbs. Issues: about professions, about animals, bravery and fearlessness, dexterity-agility, about the earth, about water, wisdom and ignorance, abundance-prosperity, scarcity, parents, children and (other topics) also with proverbs can be done.



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