

TEACHING STUDENTS IN FEMINITIES

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Abstract:

The article aims to highlight the role of infinitives in the Russian language, to note the differences in their pronunciation in spoken and written speech, to focus on the rule of their formation and use.

Keywords: feminitives, development, professions, colloquial speech, written speech, suffix, rules.

«ОБУЧЕНИЕ УЧАЩИХСЯ ФЕМИНИТИВАМ»

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АННОТАЦИЯ

статья призвана освятить роль феминитивов в русском языке, отметить различия в произношении их в разговорной и письменной речи, заострить внимание на правиле их образования и употребления.

Ключевые слова: феминитивы, развитие, профессии, разговорная речь, письменная речь, суффикс, правила.

Introduction

A student's modern colloquial speech is a reflection of his intellectual development. Speech as an indicator of the quality of training; the more correct and richer the speech, the higher its level.

Tenth grade student Dmitry Pustoshkin said: "My teacher of Russian language and literature can serve as an example of a person whose speech shows his inner world. When communicating with her, you understand how educated she is. Her speech is beautiful and respectful to the interlocutor." Do we want our students to talk about us like that? Will we be able to meet the modern requirements of an intellectual personality, do we have the necessary competencies to proudly bear this title of teacher? Every student at a pedagogical university should ask himself these questions.



A future graduate of a pedagogical university must remember, first of all, that the teacher is the bearer of the cultured society in which he lives, and it entrusts and trusts him with the future of our state in the person of a junior schoolchild.

First of all, the student will have to work on himself: speech, facial expressions, pantomime, demeanor, gestures, etc. Secondly, a painstaking study of scientific and methodological literature, without which you will not acquire fundamental knowledge on the subjects.

Having received basic theoretical knowledge at the university, independent research into the methods of teaching the Russian language becomes important. A practice-oriented approach to teaching a student and clear guidance from experienced university teachers will help to find the right landmark in the sea of raging innovative technologies. Only with a high-quality approach to learning will a student develop the necessary professional competencies, and drawing up his own teaching methodology based on theoretical knowledge and practical skills in the “4+2” format will help prove his right to teach at school.

The wind of change

The requirements for a primary school teacher require the use of a personally-oriented approach to teaching, and this, in turn, places a large burden of responsibility on the organizer of the learning process, that is, the mentor.

New textbooks and teaching methods are built on the modern innovative basis of the “4K” model, which includes the following competencies that the teacher himself must first of all have:

1K communication: the ability to communicate, express thoughts and use information;

2K collaboration: the ability to interact with other people both at school and outside it, work in a group, set ambitious goals and achieve them;

3K creative thinking: the emergence of innovative ideas, approaches to learning, going beyond the school curriculum, using an individual method to solve educational problems;

4K critical thinking: question what is said, consider from different points of view, be able to draw conclusions from the analysis of your own research.

A primary school student is an individual who has little social experience behind him, but in case of turbulence, he should know that there is an experienced pilot nearby and he has nothing to be afraid of.

As time has shown, the current education system has revealed a number of problems that future school teachers will have to solve:

children entering first grade have different levels of preparation and different horizons, depending on the environment in which they developed;

the language of instruction for a potential student is not always native,

it follows that our goals become more complex and our tasks expand.

The method of teaching the Russian language provides the necessary basis for teaching primary school students, but it depends on the skill and personality of the teacher how he will present the material, whether he will engage in propaedeutics, for better assimilation of the material.

Methods of teaching the Russian language topic: “Feminitives” for children with a native foreign language of instruction.



Our country Uzbekistan is rich in nationalities and each language of a particular nationality is the property of our people.

The Law “On Education” guarantees everyone equal rights to receive education, regardless of gender, language, age, race and nationality, beliefs, attitude to religion, social origin, place of residence, duration of residence in the territory of the Republic of Uzbekistan. Our state, carefully protecting national heritage creates equal conditions for learning languages. Teaching in the country in secondary educational institutions is conducted according to the standards of the Republic of Uzbekistan in seven languages: Uzbek, Russian, Karakalpak, Kazakh, Kyrgyz, Tajik and Turkmen.

The Russian literary language, like many other languages of our vast Motherland, has its own normalization: a unique vocabulary, pronunciation, word formation, grammatical form that corresponds to the generally accepted model. And just like in other languages, oral and written speech have their differences.

The methodology for teaching the Russian language includes:

studying the process of teaching schoolchildren the Russian language;

persistent pedagogy, psychology and linguistics;

providing a language teaching system that corresponds to the modern theory of linguistics about the essence of language and its social functions.

The process of teaching the Russian language includes:

content of training;

the subject competence of the teacher in selecting and presenting material, in organizing the learning process for younger schoolchildren, in their development, control and correction of knowledge and skills;

results of students' educational activities in acquiring and applying knowledge.

Objectives of the methodology:

determining the goals and objectives of teaching the Russian language;

determining the content of training: the basic level of necessary knowledge and skills in the language, drawing up innovative curricula, educational methodological complexes (workbook, presentations, audio and video clips);

development of teaching methods and techniques, determination of types and structure of lessons;

determination of evaluation criteria and control methods.

Feminitives

Goal: to develop the necessary competencies when studying this topic.

Linguistic competence: the use of feminists according to the norm of the literary language;

Linguistic competence includes theoretical foundations and practical skills in the language system at all linguistic levels: phonemic, morphemic, lexical, syntactic, stylistic.

Communicative competence includes the development of communication skills and understanding of what is said;

Cultural competence involves a deep study of the history and culture of the Russian language.



The necessary competencies are formed only through a systematic creative approach. The importance of the literary Russian language in teaching is the basis for preserving the culture of speech and the culture of the people themselves.

A teacher with creative abilities always gets ahead a little, expanding the scope of the school curriculum.

Feminitives are not studied as a separate topic in elementary school. When studying the topic: "Gender of nouns" in the first grade, students become familiar with the masculine, feminine, neuter gender and then with the existence of a common gender. Basically, the emphasis is on the fact and constant sign of three genders in the Russian language, the formation of skills in identifying one or another gender, as well as the correct use of nouns regarding gender.

In order for students to get acquainted with feminine nouns, it is necessary to use a game didactic method so that children themselves come to the conclusion that feminine nouns can be formed from masculine nouns, and common nouns can denote both male and female persons.

As soon as it is clear that the children have well mastered the material regarding the definition of feminine, masculine and neuter, you can complicate learning activities with feminine ones.

Students' conscious understanding of the essential features of the topic being studied will occur with the direct active participation of the children themselves. The teacher, when introducing children to a topic that requires increased attention, presents it either in a ready-made dogmatic form, or involves the students themselves in the search for new knowledge. The dogmatic and heuristic path have their own functions and purpose at a certain stage. Some of the information about the topic and phenomenon is reported by the teacher in a ready-made form, and some is obtained by students as a result of a heuristic search. For example, when introducing students to feminine and common nouns, you can invite students to participate in a didactic game and come to a conclusion themselves; the teacher's role comes down to guiding students in the right direction and communicating the missing information, that is, in a dogmatic way.

Willing students - a boy and a girl - are called to the board. The teacher starts with the boy first and says:

-He is an athlete, an artist, a craftsman, a teacher, etc.

-And she?

-Athlete, artist, craftswoman, teacher, etc., the series of words continues and always begins with a boy.

After children have practiced forming feminine nouns, students come to the conclusion that all the named words were formed from words in the masculine gender.

The game continues.

-He is a rooster, a bull, a horse, a ram, an owl, a drake, a tailor, etc.

-And she?

-Cow, horse, sheep, owl, duck, seamstress, etc.

Conclusion: not all feminine nouns are formed from masculine nouns.

-He is a doctor, a chimpanzee, a kangaroo, a cockatoo, etc.

-And she?

-She is also a chimpanzee, kangaroo, cockatoo, etc.



The problematic situation leads to the conclusion: nouns can have a common gender.

Starting from the second grade, children are introduced to the section: “Word Formation,” where they move on to the very structure and methods of forming new words. Here there is already a fundamentally in-depth study of not only word formation itself, but also the characteristics of the suffixes themselves. For example, the suffix -k-, -ikha-, -nits-, -schits-, -chits-, -, -ess- form nouns denoting: female persons from the corresponding male nouns (laboratory assistant, elephant, customer, saleswoman, flight attendant);

The suffixes -schik-, -yar-, -nits-, -k-, ist-, -nik-, or-, -chik-, er-, -ets-, -ach-, etc. form nouns by profession;

Suffixes -ik-, -ek-, -ushk-, -eshk-, -eshk-, -onk-, -enk-, -ink-, -enk-, ishk-, yushk- diminutive, etc. .

The following principles are specific in the method of word formation:

structural-word-formation involves ways of forming words, involves relying on morphemic structure.

For example, the word -mason- has a derived base -mason- and a suffix -shchik-.

Lexical-word-formation connects the lexical meaning with the grammatical meaning in word formation. For example, a bear denotes a wild beast, a bear, in the feminine gender, formed with the suffix -its-.

motivational defines the connection between a word and its basis.

For example, violinist -ach- suffix stem -skrip-

Exercises to consolidate word formation develop in schoolchildren such skills as establishing structural-semantic connections and determining ways to form the desired word.

The following types of exercises are recommended:

from what word and with the help of what is this word formed.

Worker -work-, suffix -nits- (occupation);

make a chain of words with the same root (in the order of their formation);

Actor-actor-actress-acting;

determine the method of word formation;

choose words with the same root for this word.

The recommended exercises will help you develop the necessary skills needed for word formation.

In order for students’ speech to have a vocabulary palette, it is in the interests of the primary school teacher to put the following principles first:

the principle of a personally-oriented orientation of learning that takes into account both individual characteristics and speech errors of the student. In the case where the peculiarity is the lack of proficiency in the Russian language sufficiently on par with the native language, speech errors can be in the generic pronunciation of words, since in the student’s native language the names nouns

There may be no feminine gender. It is necessary to show maternal patience and sensitivity for an individual approach so that the child understands the difference in languages. The main speech errors of primary school students can be considered lexical, which include:



using a word in a meaning that is unusual for it;

a mixture of words that sound similar: Turk is a person, and Turk is a utensil for making coffee;

a mixture of words that are similar in meaning and sound.

Word writing includes both lexical and word-formation errors, for example: little horse, construction worker, etc.

Grammatical errors include incorrect use of morphological and syntactic norms of the Russian literary language:

use of nouns: determination of the gender of indeclinable nouns, gender of nouns denoting persons by profession.

The teacher's correct speech, like a stream of spring water, runs through children's souls, encouraging, refreshing and filling them with purity of thoughts. It has enormous educational significance for the student, decorating the gray everyday life of children, adding encouraging folk art, we make the study of the Russian language harmonious, bright, creative, and by expanding the vocabulary of students, we practice the ability to speak competently and prepare for subsequent topics related to word formation. The understanding of the correct use of feminists will come only when the student hears the difference in the pronunciation of words.

The principle of the active nature of learning is valuable for the student, as it includes him in the educational process itself. In Russian language lessons you can use various methods.

Game method

The teacher names the noun in the masculine gender, and the students also name the word in the feminine gender. For example, a crocodile (masculine) is a female crocodile (feminine), and a crocodile is already ugly and ugly.

Here children already see the difference in lexical meaning.

From another person

When doing an exercise from the book, the teacher can add or change the task. For example, ask children to give a name to the person or thing the story is about or change the gender from masculine to feminine and vice versa. If children have difficulties, it is necessary to explain. For example, the Mushroom Picker walked through the forest, looking under every bush (masculine). The mycelium walked through the forest, looking under every bush (feminine).

The principle of communicative orientation forms the basis of communication both within the walls of the school during educational activities and outside it; systematically, by involving students in verbal dialogue and monologue, we teach children to express their thoughts, pronounce the right words correctly and appropriately.

The principle of science in teaching

It is imperative to give small additional homework assignments to study a particular word in order to teach students to work with additional sources, such as a lexical and spelling dictionary. Assignments can be given to students in the whole class, in groups or individually. In the workbook, after completing homework, the student writes the word assigned to him and gives a small lexical description. For example, the word "Camel" is an animal, masculine. Camel is feminine. Depending on the class, you can add so that children find a stable expression with



this word: “Prove that you are not a camel!” This expression can be used in various situations: in a game, in the inability to confirm something for which there is no evidence, etc.

When preparing for lessons, be sure to take into account the students’ level of mastery of the material covered, applying the principle of a gradual increase in complexity.

Principle of motivation

This is the path to the heart of a child, like the previous principles, it has its own structure, but here I would like to emphasize the following:

the child must know the purpose for which he performs the activity;

the activity must necessarily be creative and exploratory in nature;

the work must be of a presentational nature;

the assessment must be significant.

I propose to use a reward method called “plus 1 point” to increase motivation for the educational process.

The meaning of the method: the teacher prepares cards in advance on which the word will be written and pastes it into a notebook for three to five students.

Student task: work with additional information.

Participants: 3-5 people per lesson.

Submission: oral presentation.

Grading: plus 1 point in the form of a special token or sticker, which will allow you to add a point for the next work or answer to satisfactory or good, five tokens scored can give the right to: a grade of “five” in the journal or exemption from one homework assignment per home .

The card might look like this:

Word: buyer

Lexical meaning: a person exchanges money for goods. Formative word: - buy -

In the feminine gender: customer (suff. -a-, -tel-, -nits-)

In the masculine gender: buyer (suf. -a-, -tel-)

Similar words: purchase, buy, purchase, purchasing.

Sentence: A buyer in a store examined the product.

This method will help open up the child and motivate him to further study. Cards in difficulty level may vary depending on the class, but the essence remains the same. After the presentation, the class can be asked a question to supplement the information, if any.

When developing the necessary competencies on the topic: “Feminitives,” it is necessary to use the entire arsenal of the “4K” model, which will allow you to consider it from different angles and achieve the desired success in mastering this topic.

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