



On the Methodology of Teaching Word Frameworks in Primary Classes

Otajonova Sabohat Talant qizi

Student of Urganch State University

ABSTRACT

The main task of teaching vocabulary in primary grades is to develop students' oral and written speech, improve their skills.

Keywords:

Primary, class, vocabulary, methodology, speech, number, quality.

C regularly works on words that have different meanings. Students are introduced to ambiguous words, their literal and figurative use. It is important to connect education with the personal experiences of students, what they have seen, heard, and read from books. In young children, in addition to forming the skills of observation, noticing important things, enriching their knowledge about the environment, the task of developing their speech is also carried out. In elementary grades, the formation of students' oral and written speech in the subject of the mother tongue is carried out in connection with all pedagogical disciplines in the field of education and prepares them for full learning. teaching to think has a great effect. The following didactic tasks, which create the basis for the formation of critical thinking in students in the process of teaching vocabulary in mother tongue classes, strengthen knowledge in the subject, and at the same time positively solve the issue of interdisciplinarity in pedagogy: the learning system is gradually becoming simpler and more complex. In the 1st and 2nd grades, students observe the lexical meaning of adjectives. What is the quality? they learn to ask questions. In grade 3, the adjective is studied as a word group.

In the 4th grade, what was learned earlier is repeated and the writing of adjectives of the incremental level is taught depending on the grammatical material. The methodology of learning the mother tongue in primary grades is based on its linguistic features. The adjective indicates the sign of the object and requires its study in connection with the noun. From the 1st grade, the attention of students is focused on determining the connection of an adjective to a noun. Pupils tell the sign of the subject, they develop the ability to determine the connection of words in a sentence with the help of a question, in which they distinguish a word combination from a noun and an adjective. In the next grades, this connection is clarified, and in the primary grades, it is required to carry out work on the properties of adjectives in the lexical and grammatical direction. Quality is taught in three stages. In the first stage, students are taught the signs of the subject and ask them questions. In addition, they learn to identify the signs of the objects that surround the students in the classroom and in general, and that these objects differ from each other through these specific signs. explained with examples. After such exercises, the students make a conclusion, that is, ¿what are the words that denote the

subject? what kind In order for the students to effectively learn the words that denote the subject and to understand their importance in our speech, it is advisable to read the texts in which adjectives often appear, to distinguish their adjectives, and to use various didactic games and assignments. For example, if the cluster method is used, the second stage enriches students' speech with new adjectives and forms the concept of "quality", and develops the skill of using adjectives effectively in speech. In this, the students' concept of "subject symbol" is summarized and its characteristics as a set of words are identified is taught. In this class, students' oral and written creative works are given a great place. The ability to deepen students' understanding of the lexical meaning of adjectives and to comprehensively describe the subject is developed. Improving knowledge about adjectives is related to developing the ability of students to use adjectives clearly and appropriately in oral and written speech. The ability to correctly write adjectives with the suffix -roq and adjectives such as blue-blue, green is formed in the third stage, i.e. in the 4th grade. The use of didactic tasks in the formation and strengthening of the acquired knowledge of one's category has a special place in increasing the effectiveness of education and forming an independent thinking person. The following didactic game task can be used to teach adjectives in primary grades. In this assignment, they combine the words that belong to the objects, that is, their qualities, with a hyphen. Such games can be used even during a moment of rest. Pupils become more active in the process of completing such tasks, they think and discuss with each other when giving some qualities. In addition to strengthening the acquired knowledge, skills such as critical thinking and defending one's opinion are formed. In primary education, the number is studied in three directions: working on the pronunciation and meaning of the numbers; working on the grammatical forms of the number ; working on the spelling of the numbers. how much In response to the questions, the number of persons and things, how many? It is the answer to the question, and indicates the order of persons and things; in the

3rd grade, the concept of "Number-word series" is introduced. The ability of students to determine the amount of the subject of the number by connecting it to the noun is developed. The study of these is based on the lexical properties of the number. The lexical meaning of a number requires learning it in connection with a noun; in the 4th grade, counting and ordinal numbers, writing ordinal numbers with letters, Roman and Arabic numerals, double-consonant numbers, grammatically formed numbers spelling, the use of numbers with the words gram, kilogram, meter, liter, soum, penny, and the answer to one question with this word are studied. Students develop the skills of linking numbers to nouns, using questions to move the number with the associated word. In primary education, numbers are taught practically on the basis of elementary theoretical knowledge. In the 1st grade, we call the 1st stage fully practical. In turn, this stage prepares for the next stages of the number learning system. In the 2nd grade, students perform the second stage of learning the number in the following 5 tasks: How many?, how many? As an answer to their questions, the number of persons and things and a Forming an elementary theoretical understanding of the words that indicate the order of s as an answer to the sentence; To ask students to question numbers, to be able to say what they mean, to be able to clearly express one's opinion using numbers, to match the numbers to the content to develop the skill of appropriate selection, to form the ability to use dictionaries correctly. Accordingly, it is necessary to organize and apply a certain consistent system of exercises for learning numbers . The exercises given are based on the principle of simple to complex, and students build their skills by working on the pronunciation, spelling and meaning of the numbers used in the exercises. In the 3rd grade, the third stage of learning the concept of number is appropriate. At this stage, the skills of enriching students' speech with new numbers, choosing appropriate numbers for the content of the sentence and text, and clearly expressing their thoughts are formed. In this place, the use of various exercises, assignments, didactic games, identification and mastery of the

features of the concept of number increases. Pupils identify the words that indicate number and order, group them, find numbers in texts, use numbers correctly depending on the meaning of the sentence. So, at this stage, the students should answer the questions of how many?, how many? they get acquainted with its features such as being attached to a noun in a sentence and acting as a secondary clause. In the 4th stage, the main attention is paid to the spelling of numbers.

References:

1. Abdurahmonova N., Orinboyeva L. Mother tongue / Methodical manual for teachers / for 2nd grades. - Tashkent
2. Masharipova U., Umarova M., Boynazarova D., Nabiyeva M. Mother tongue / Methodical manual for teachers
3. Tal'at Ghafarova. Modern pedagogical technologies in primary education.