



Exercises and Assignments on Relative Forms of Verbs (New Recommendations)

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ABSTRACT

This article also describes the exercises and assignments (new recommendations) on syntactic forms of verbs in the current native language textbooks for secondary schools of the Republic of Uzbekistan, their specifics and advantages. New recommendations have been made for syntactic formative exercises and assignments, taking into account the fact that grammar has to be taught for only one purpose - to ensure the conscious use of language

Keywords:

Native language education, content of education, syntactic form-makers, verb phrases, tense forms of verbs, adverbial forms of verbs, person-number forms of verbs, linguistic knowledge, linguistic exercises, listening to understand, to see, to read, to understand.

The purpose of teaching the native language in general secondary education in the Republic of Uzbekistan is to develop students' oral and written speaking skills, creative thinking skills, reading and speaking culture.

The main task of teaching the native language is to develop the student's oral (communicative) competence, which is aimed at thinking about the person, understanding the opinions of others, and being able to express their opinions orally and in writing; to develop students' knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech, stylistics) and to be able to express themselves correctly and fluently using the wide range of native language is the formation of focused linguistic competencies.

The curriculum in the mother tongue is based on the requirements of the State Education Standard, which focuses on the formation of competencies in students. The curriculum provides for the formation of students' verbal and linguistic competencies in science, as well as elements of basic competencies.

In general secondary education, based on the capabilities of the mother tongue, the student develops independent and creative thinking, the ability to express the product of creative thinking correctly, fluently and clearly in oral and written forms in accordance with the speech environment, conditions and situations. Also, as a result of a systematic and practical study of the phonetics, vocabulary, morphology and syntax of the mother tongue, the learner not only learns the basics of linguistics, but also learns that there are dozens of possibilities in the mother tongue to name

the same phenomenon, to express ideas. It is important to convey to the reader the nature of each of these possibilities, to develop a culture of access to information resources, and to develop the ability to use each form and opportunity in its own way.

It is safe to say that the issue of mother tongue education, which forms the national consciousness and thinking, the national spirit and worldview, has become one of the most pressing issues today. The new approach to mother tongue education in recent years, the heated debates and discussions among experts, and the reforms in this area are proof of our opinion. In particular, linguist B. Mengliyev said at a roundtable discussion on "Problems of education in the mother tongue": This was great news. The content of education consisted of a series of theoretical knowledge derived from the nature of the mother tongue. The purpose of the training was to "improve students' oral and written speech, to develop the ability to express the product of thought in oral and written forms in accordance with the conditions of speech." The teaching method shifted from reproductive to re-cognitive to pragmatic. This can be considered as an unprecedented event in the history of mother tongue education. Of course, the solution to any problem creates new problems. In fact, this is the logic of development. Mother tongue education is no exception. Problems in mother tongue education today include the deep penetration of unnecessary theoretical issues, the predominance of grammar education, the decline of vocabulary, textbook errors, theoretical confusion, and the fact that much of the knowledge acquired by students is not competent."

Linguist M. Mirtojiev draws attention to another aspect of the issue, saying: "Linguists do not know the methodology, Methodists do not know the laws of language. That's bad. For example, it is not necessary to memorize a rule, it is necessary to explain within which law the speech is going. The rules are taught in textbooks and followed by examples. This is incorrect. It is necessary to create legislation from the example. This is not taken into account in textbooks. The child has to do it

himself, drawing his own rules from the example. The textbook should be based on that."

Commenting on the issue of the combination of linguistic and literary sciences, B. Mengliyev said: In order to bring the reader into the realm of words, it is necessary to completely reconsider the integration of language and literature in our textbooks. As you know, in the 8th grade literature classes, mainly the works of our classic writers are studied. So, accordingly, the mother tongue lessons in this class are "Mother tongue. Classical word" means that students should study and analyze the content of classical texts, study the external, internal, symbolic meanings of words, work with dictionaries, and dig into the "core" of meaning. This is noteworthy in the following respects:

- First, students become consciously acquainted with classical literature;
- secondly, their vocabulary, which means that their speech is constantly enriched;
- Third, students' literacy will automatically increase;
- Fourth, our enlightenment, spirituality, and values in the sense of classical words will be instilled in the minds of future generations;
- Fifth, our students will develop logical, figurative, associative thinking."

Our experts often point to another issue as an acute problem. It is true that scientifically sound textbooks are limited to theory and are ineffective for the practical process. , it is said that the main goal is often overshadowed by the repeated introduction of linguistic rules. Therefore, in our final project work, we set ourselves the goal of making new recommendations, taking into account the above points, on the topic of exercises and assignments on the topic of syntactic formative affixes.

Basic information on the topic of syntactic suffixes is found in the 6th grade mother tongue textbook of general secondary education and is given as the second type of suffixes. In particular, it is defined as follows: Adjectives that act as a link to another word are called syntactic adjectives or relational forms.

These include possession, agreement, person-number, tense, inclination, and other suffixes. Exercises on syntactic form-makers are also given.

At the same time, it is emphasized that issues such as words, phrases, proverbs, sayings, their use and spelling in the Uzbek language should form the basis of the content of mother tongue education in schools. With this in mind, we recommend the following assignment on the topic of syntactic form builders.

Homework:

- Read Uzbek folk proverbs, explain their content;
- Say the proverbs without the suffixes, so that the content can be fully explained?
- Pay attention to the role of highlighted suffixes in sentence formation;
- Try to group the highlighted attachments according to the classification table below.
- Explain the meaning of the following words in the proverbs using a glossary, write them in your notebook and memorize them: **rope, light, bow, board, companion.**

1. He does not enter the forest **for fear of bears.**
2. Etiquette is more valuable **than** gold.

3. Give strength to the rope.
4. If there is light in the row, the load will not remain on the ground.
5. Etiquette is not sold in the market.
6. If there is no mind in the beginning, it is good for the mind.
7. Man's character is his beauty.
8. Be as tall as a plane tree, as smart as an amulet.
9. The shadow of a cloud is also a burden to the lazy.
10. If your head is alive, they will find a bow.
11. A wide world to the council, a narrow world to the quarrel.
12. Have a companion when you set out.
13. Whoever is dilozor, the people are tired of him.
14. The beginning of etiquette is language.
15. You reap what you sow.
16. Etiquette is more valuable than gold.
17. The human hand is a flower, it empties the desert.
18. Your health is your wealth.
19. Your time is gone - your cash is gone.
20. It is a bird of knowledge

Syntactic form builders				
Ownership of nouns appendix	The suffix in nouns	Personal pronouns in verbs	Adverbial suffix in verbs	Tense suffix in verbs
...

The student acquires a thorough knowledge of syntactic affixes not in an hour-long lesson, but in the context of the verbs and noun phrases associated with it. In particular, linguistic knowledge of verb forms is given in 6th grade, and noun forms in 7th grade in mother tongue lessons. At this point, we want to talk about exercises and tasks for verb-specific forms of communication.

The 10th grade native language textbook covers the topic of "Methodology of Adverbs of Time". The assignment we would like to recommend on this topic is more convenient for audio learners. Their practical work will be more effective in understanding

the content of the topic. In doing so, we aimed to use the audio version of Alisher Navoi's story "Lakes and Elephants" from the epic "Lison ut tayr". Here the teacher can use the text of the story to prepare the audio recording. After the audio recording of the story is given to the students, the assignments are given as follows:

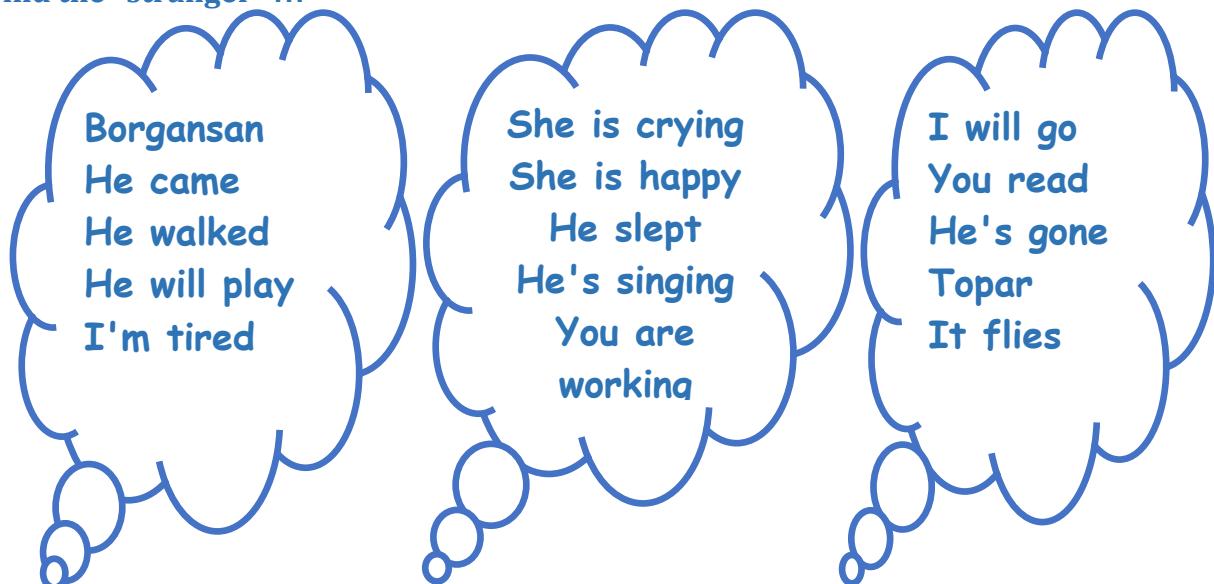
Task 1. Listen to the story and write its contents in a notebook. Find the past tense verbs in the text and say which verb forms you used to describe the past tense. Listen to the story and tell us what you learned from it.

Assignment 2. What meanings did you learn from the words in the story, such as **celestial**,

exile, captivity, khartoum, column, tail, philosopher?

The following task is recommended for logical thinking on the topic of tense forms of verbs.

Find the "stranger" !!!



Students can be asked to complete the following task to reinforce the topic of verb tense forms, which are another type of verb-specific syntactic forms (relational forms). It is appropriate to call this task the **"Confirmation or Denial Organizer."** The task is in tabular form, with examples in the first column, an empty column in the second column, and explanations of verb tenses in the third column. In this case, the student is asked to determine the form of the verb in the sentence in the first

Homework. Read the verbs in the clouds, find the "stranger" in them, explain why you think he is a "stranger."

column. If the comment in the third column matches the inclination of the verb in the sentence, the answer in the middle cell should be "Yes" and if they are not alternatives, the answer should be "No".

Homework. If the inclination of the verb in the first column corresponds to the inclination of the verb in the third column, write "Yes" in the middle column, if not, write "No".

"Confirmation or Denial Organizer"

1	2	3
Don't look at a person's tongue, look at his heart. (Proverbs)		Command-request
He who sows mulberry for one year will reap for forty years. (Proverbs)		Message please
Only a profession opens the door to success. (Proverbs)		Command-request
Let us always appreciate the good. (From the conversation)		Optional
Don't go for less than your full potential. (Proverbs)		Command-request
We have become human, let's be human, let's be an ointment for the pain of El-u yurt. (M.Yusuf)		Command-request
It enters through the hole like a needle, as cold as a camel. (Proverbs)		Optional
When you work, you bite. (Proverbs)		Optional

Exercise. Identify conditional verbs and explain their meaning. Explain the meaning of the highlighted words with the help of a glossary, write in your notebook, make sentences with them, remember the meaning.

If you do good to the **oppressed**, you will be safe from the **oppressor**. If you do not want to be harmed by the strong, benefit the weak. Whoever devotes his life to the service of the brave will have eternal life, even if he dies. When a sweet tongue becomes bitter, many are harmed. If the king is just fair, his people will have works of **justice**. **Satisfaction** is a fortress that if you enter it, you will get rid of **lust**. If a person has good manners such as manners and **humility**, he will be respected by the people..

Alisher Navoi

From "Mahbub ul Qulub" ("The Beloved of the Hearts")

While providing students with linguistic knowledge of syntactic forms, they should be given the opportunity to understand different aspects of words, work with dictionaries, and create a system of exercises and assignments accordingly. It is necessary to create such a system of exercises and assignments, in which words, phrases, proverbs, sayings, their use, spelling, etc., which are specific to our language, should form the basis of the content of mother tongue education in school.

[tili/davr-va-on-a-tili-talimi-muammolari-davra-suhbati.html](https://davr-va-on-a-tili-talimi-muammolari-davra-suhbati.html)

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