

Working On Vocabulary in Native Language Classes

Buvajonova Mohirakhan Usmonali qizi

She is the head of the Department of educational methodology of Fergana State University.

Annotation: The main purpose of mother tongue teaching is the role of language in society determined. Language is the means by which the speaker conveys his thoughts through language, and the listener represents the idea realized through the means of language. The following article looks into the methods of working on vocabulary in elementary native language classes.

Key words: Mother tongue, vocabulary, speech, comprehension, interaction, dictionary

At the end of the high school literacy period, Mother Tongue classes begin. Native language classes have a special place among other subjects with the development of students' thinking and speech, the implementation of moral education, as well as the comprehensive development of the student's personality.

In the process of mother tongue lessons, students' native language skills are improved, and their ability to understand the idea of a true, conscious and expressive mother tongue, a work of art, is developed. By working on the Mother Tongue and the works of art of different genres in the Mother Tongue Book, students' perceptions of existence and reality are broadened.

In the upper grades, students acquire Mother Tongue skills consciously, correctly, and in a balanced way. Difficulties in the pronunciation of some speech sounds are gradually overcome. Students learn to tell the content of their texts based on the teacher's auxiliary questions, as well as to tell the content of a small amount of text using a picture. In the second grade, students develop their mother tongue skills as a whole, and their desire for a conscious, accurate, and expressive mother tongue is evident. The speed of the mother tongue increases. Some texts begin to read independently without sound. Under the guidance of the teacher, they identify the main idea of the text read and learn to describe some of the events in words. When narrating the mother tongue and the text based on questions, attention is paid to the accuracy and clarity of the students' speech and the appropriate use of words in the speech.

In the upper grades, students fully master the words of the Mother Tongue and pay more attention to the conscious and expressive Mother Tongue. A dictionary for teaching students the vocabulary of a language

Ways to work on.

A word is the basic unit of meaning of a language. Words and phrases express concrete things, abstract concepts, feelings. The sum of all the rich words and phrases in a language is called the vocabulary. Lexicology is the study of the vocabulary of the Uzbek language. Lexicology is the study of the meaning of words in a dictionary, the activity of their use, their richness, the obsolescence of some words, and the phenomenon of semantic transfer. Therefore, lexicology is the linguistic basis of the methodology of working on the dictionary. Any speech statement is made up of grammatically interconnected, meaningful words and phrases arranged in a certain sequence. The richer and more developed a person's vocabulary, the richer his speech will be; they have ample opportunity to express themselves clearly and expressively. Therefore, the richness, diversity, mobility of the dictionary is an important condition for the successful development of speech in the methodology.

The environment, nature, people's lives, mother tongue activities, and interactions with adults and peers are the main sources of enrichment of the student's vocabulary.

As a result of the child's interaction with nature and people, he learns words, phrases, figurative expressions, proverbs, wise sayings, turns them into his own words.

Works of art are the most reliable source for enriching students' vocabulary and speech. In the process of acquaintance and analysis of works of art in native language classes, students' vocabulary is enriched on certain topics.

For example, in the process of getting acquainted with the themes of the seasons, the concept of changes in nature, birds, animals, wildlife, trees, grasses, etc., is formed, the work on the themes of

spirituality, good and evil, friendship Through the study of human relations, he draws certain conclusions about morality.

The meaning of the word is not explained in the process of the text in the native language. If it is needed, students' attention is drawn to a brief explanation without being distracted by the content of the text. Words used in a figurative sense are explained after reading the text. Because their meaning is better understood in the text. It is clear that it is important for students to master the vocabulary of the language and make it their property as they acquire the knowledge they are learning and apply it in practice. Although methodological guidelines on general guidelines, directions, and sources of work on vocabulary in primary education have been developed, they are not yet in a satisfactory condition.

There are no special lessons for working on the dictionary. It is conducted in the study of all subjects, mainly in connection with the teaching of textbooks in the native language and mother tongue classes. As work on vocabulary in native language classes is aimed at developing students' speech, literacy, vocabulary enrichment, speech culture, this work begins in the 1st grade in schools and continues throughout the learning process.

One of the important tasks of speech development in school is to improve the work on the dictionary, to organize it, to separate and justify its main directions, to manage the process of enriching students' vocabulary.

The methodology of working on the dictionary at school has four main directions:

1. Enrich students' vocabulary, that is, learn new words, as well as new meanings of some words in the children's dictionary. To learn the vocabulary of the native language, the student should add 8-10 new words to his / her vocabulary every day, including 4-6 words in the native language lessons. they must master the meaning.

2. Clarify the student dictionary. This includes: 1) the full mastery of the meaning of words that the reader has not thoroughly mastered, that is, the inclusion of these words in the text, the comparison of words with similar meanings, to clarify their meaning by choosing antonyms; 2) mastering the metaphorical meaning of the word, polysemous words; 3) mastering synonyms of words, semantic aspects of synonymous words; 4) to master the meaning of some phraseological units.

3. Activation of the dictionary, that is, the transfer of words from the inactive vocabulary to the active vocabulary, which students understand the meaning, but do not use in their speech. To do this, words and phrases are formed with the help of these words, which are used in retelling, conversation, narration and essay. 4. Transfer words that are not used in the literary language from the active vocabulary of students to the passive vocabulary. Such words include simple words and phrases, dialects, and social group words that are not part of the literary language norms that children have acquired under the influence of their speech environment, and are used in some literary works and colloquial languages. Once they have mastered the concept of literary language norms, students will begin to use words in literary language instead of the words described above. As their literary language skills improve, dialects, slang words, and simple words and phrases used in colloquial language begin to disappear from students' active vocabulary.

The students' dictionary will be enriched and improved on the basis of the following sources:

Observation of the environment: nature, people's lives and work, children's play and mother tongue activities, relationships with adults. During excursions to nature, to different places and institutions, children learn many new names and phrases by observing things and events. During the conversations on these excursions, their knowledge will be deepened, and the meaning of some words will be clarified.

Vocabulary words and their teaching. As you know, the sum of all the words and phrases that exist in a language is called the vocabulary of the language. In linguistics, the lexical structure of any language is studied on the basis of the following four features:

Depending on the scope.

Depending on the origin.

According to the sign of modernity.

Depending on the style of speech.

According to the scope of use, Uzbek words are divided into common words and words with limited scope. Words with limited usage include professional words, dialects, terms, jargon, and slang.

Depending on their origin, Uzbek words can be divided into their own layer and mastered layer words. The words belonging to the mastered layer are Arabic, Persian and Russian-international words.

According to the signs of modernity, the lexicon of the Uzbek language can be divided into three groups: a) obsolete words, b) modern words, c) new words.

It is well known that the knowledge imparted to students in the primary school is strengthened on the basis of the interdependence of the subjects taught during this period. For example, the topics covered in the mother tongue classes are deepened in the mother tongue classes, and the knowledge taught in the mother tongue classes is deepened in the mother tongue classes. Elementary native language classes are designed to provide specific knowledge of the lexicology of the language. However, in native language classes, it is mostly related to the lexical meaning of the word (own meaning, figurative meaning, synonymous words, words with opposite meanings) such as). Emphasis is placed on teaching events. Learn more about the lexical structure of a language, especially lexical layers such as obsolete words, new words, assimilated words, dialectal words, professional words taught in classes.

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