

The Importance of Morphological Knowledge in Teaching Phonetic Concepts in Elementary Grades

OLLOQOVA O'G'ILJON MAMANAZAROVNA

Buxoro davlat universiteti

Boshlang'ich ta'lim kafedrası o'qituvchisi

E-pochta: o.m.ollogova@buxdu.uz

Abstract:

When teaching sounds and letters in elementary class native language classes, students are carried out with reference to words that express the name, movement of animate and inanimate objects, that is, morphological skills. In order to fully understand the content of the assignment, knowledge of the words that express the name of the person and Thing and the action and the interrogations that are given to them is essential. The article describes the importance of morphological knowledge in teaching phonetic concepts in elementary grades. The textbook provides an analysis of some exercises.

Keywords: *phonetic concepts, phonetic knowledge, morphological knowledge, phonetic morphological, syntactic assignments, creative thinking, creative assignment.*

INTRODUCTION

The teaching of the native language as the main subject of study in elementary grades helps to think about the personality of the student, to understand the opinion of others, to be able to articulate one's opinion verbally and written, intelligibly, to learn word meanings that contribute to a conscious understanding of other educational subjects, to acquire new knowledge, skills, skills through proper communication, to

Through the study of the subject of mother tongue, the student develops thinking, awareness of other people's thoughts, the ability to correctly and fluently state his opinion in oral and written form in accordance with the conditions of speech, acquired practical knowledge of language construction.

Main part. In the process of language education in primary classes, attention is paid to the development of the main four types of speech activity, such as listening and understanding speech, speaking, reading and writing. For the logical, critical, creative thinking of the student, special

attention is also paid to reading and understanding in the lessons of the native language. A student who has mastered his native language will satisfactorily master other subjects.

The "concept of continuity of mother tongue Science in preschool, general secondary, secondary special, professional and higher education systems "states that the main purpose of teaching" mother tongue" in the Universal Secondary Education range is to mature a person who correctly and fluently exposes his opinion in oral and written ways, can think independently and creatively, can understand other people's opinions, can develop communication and speech culture".

The concept also lists the following as the main task of teaching the subject of" Mother Tongue:

- development of speech competence aimed at thinking the personality of the reader, understanding the opinion of others, being able to make a literate statement of his opinion in oral and written form;

- development of grammar-specific acquired knowledge (phonetics, lexicology, word composition, word making, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts)in students;

- the formation of linguistic competencies aimed at developing the ability to correctly and fluently state one's opinion, making the most of the wide possibilities of the native language.

Elementary education is the main stage in the practical and theoretical study of the Language, linguistic knowledge is studied, such as sounds and letters, their pronunciation, word ambiguity, meaningfulness, formality, contradictory meaningfulness, one sound and letter bilar differentiation, making and word-linking suffixes in a word, meaning expressed by a word, a sentence and its structure, spelling rules, use of punctuation marks.

The linguistic knowledge to be learned connects with one second, complementing each other. Below we bring an analysis of some exercises for teaching phonetic concepts, relying on the morphological knowledge of students in elementary school native language lessons.

Discussions and results. Exercise 9 (Grade 2, mother tongue (Part 1), p.13, subject: sounds and letters, intended for writing, creative exercise). "Find and write words that differ from given words by one sound."

salt – many - ... bread – ...

girl - ... Apple - ... cotton –

In order to perform the exercise correctly, it is necessary to first determine the meaning in which the word is expressed. Only then will it be easy for readers to continue the line of words. To do this, relying on the morphological knowledge of students, the meaning of each word is analyzed, their knowledge is gained, depending on the need. This work can be done in connection with the natural sciences using interdisciplinary integration as follows:

Question the word salt. (What?)

What is salt itself? (Art.

Why is salt needed in our life? How do we use it? (We use it to make our food tasty)

What is the color of salt? (White)

Where does Salt come from? (From the salt mine)

How does a salt mine appear? (From the construction of sea water)

What Salt do we use for food? (Table salt)

Where and in what position does table salt stand in your home? (In the kitchen, in a container with a closed top)

(Readers will be informed about the composition of table salt, the importance of iodine, the harm of excess salt, its use in case of sore throat, teeth)

Question the girl's word. (Who?)

Why did you ask the girl's word who? (Because it represents a person)

Now question the girls' word. (Who)

What difference did you notice in the meaning of the word girl and girls? (Girl - one girl child, girls-more than two girls)

How many girls are in our class? (...people)

Is there a large number of girls in the class or boys? (...children)

Question many words. (How much?, how?)

What meaning does it represent? (...)

Say a word with the opposite meaning to many words. (Low)

What other words with the opposite meaning do you know? (High-low, young-old,...)

What did you understand when you say apples? (Fruit)

Which interrogation is given? (What?)

What does the word apple mean? (Name of the thing)

What about the word apples? (What?)

Why to the word Apple? what is the word apples? did you question that? (Because Apple means one Apple, apples means more than two apples)

How did you know that there are more than two apples? (For the presence of End -s)

What conclusion can we draw based on the above arguments?

(What for two or more? interrogation is given.

Who are two or more persons? interrogation is given.)

Can we say that the suffix-s that come at the end of words that express the name of the person and the thing represents the plural? Prove your opinion with examples. (Will, flower-flowers, fruit – fruits,...)

what conclusion did you come to about the suffix-s? (A new rule is formed)

The suffix – s is added to the name of the person and thing, forming a plural.

Compare the words” apples drowned in autumn “and” apples without asking for someone else's thing.” What does the word apple mean? (Name of the thing in the first sentence, action in the second sentence)

How many different meanings does the word apple mean? (Two types)

How did you determine if your Apple word represents something or action? Both sentences are written in the same way. (From the content of the sentence)

Do you know words that represent two different meanings in a similar sentence again? (Face, horse,...)

What conclusion can be drawn from the fact that the word Apple expresses two different meanings in a sentence?

Some words mean two to three different things, even if they are written the same.

The meaning of such words becomes clear in the content of the sentence.

Question the word bread. (What?)

What does it mean? (What you eat)

What do you know about bread? (...)

Do you know what hardships the bread has until it comes to our table? Who is the labor of

until the bread is prepared? (The farmer grandfather plants the wheat grain on the ground, takes care of it after germination, wraps it after ripening, takes the grain to the mill. The Miller pulls the grain into flour. And the Baker will knead the dough from it and bake bread)

Do you know how wheat is harvested? (With a sickle in hand, in a combine)

Have you seen the combine? What kind of car is he? (Wheat mower)

(In order to further enrich the imagination of readers, information about the combine, pictures can be shown)

How to bake bread? (In the oven)

Does your mother bake bread in the oven too? (Yes or no)

Is it possible to bake bread in something other than the oven? What if possible? (Possible, in electric or gas ovens)

What types of bread do you know? (Kulcha bread, patir bread, Olka bread,...)

Which bread is so popular not only in our country, but all over the world? (Samarkand bread)

Do you also know a proverb or poem about bread? (Yes,...)

What do you understand by cotton? (...)

What is the color of cotton? (White)

Why do we need cotton? (...)

What is made of cotton? (Fabric,...)

Which professions use cotton a lot? (Tailor,...)

What are the doctors? (...)

Do you know which plant cotton is obtained from? (From the cave)

What else is obtained from acorns? (Seeds)

What do you get from seeds? (Fat, feed,...)

Paper can also be made from the base of the Acorn.

Question the word cotton. (What?)

After the meaning of words is analyzed, it is advisable to study them both from the sound and from the letter side. This will help systematize students' knowledge. Through the following questions and answers, words can be analyzed from the sound and Letter side.

How many syllables are words? (One-and two-syllable)

Say one-syllable words. Why are they one-syllable? (Salt, girl, lots, bread. They have a single vowel sound)

Find two-syllable words. (Apple, cotton)

In which words does a syllable contain one vowel and two consonants? (Salt, girl, lots, bread, cotton)

In which words did a single vowel and a single consonant sound form a syllable? (Apple, cotton)

What syllables in these words do we know by stretching and pronouncing? (- ma, - ta

Why couldn't we pronounce by stretching the ol-, pax - syllables? Is our path "closed"? (Since the consonant ends with the vowel)

After analyzing each given word in terms of content, it is possible to fulfill the exercise condition. Students will have studied the rule given in Page 12 of the textbook (2nd grade mother tongue Part 1) to complete the exercise. They know that certain words can be distinguished by a single sound. They perform the exercise according to the rule. The line of words can be structured as follows:

salt-face-autumn-ice – salt-ice - ...

girl-you-US-iz-chiz - ...
multi-bag-ball - ...
apple-cherry-apple - ...
non-pear – nom-Con ...
Cotton-Board-yacht - ...

Conclusion. The exercise is aimed at the creative thinking of students, and exercises similar to this serve to enrich the speech of students, to increase their creative thinking. In addition, three more exercises are performed in the lesson in which this exercise is performed. The terms of the exercise are similar. Therefore, giving an additional creative task for exercise 9 will contribute to the development of the linguistic knowledge of students, the development of their oral and written speech.

Morphological assignments:

1. Write the interrogative of each word in the line of words compiled in parentheses.
2. Make words that only denote the name of the thing by replacing one sound in the word salt.

Syntactic assignments:

3. Make sentences with the participation of the words salt, girl, many, apple, bread, cotton.
4. Divide into three groups. Make one sentence with the participation of the first group salt, girl words, the second group Multi, Apple, words, the third group bread, cotton words.
5. Draw up a text on the topic "autumn". Try to take the words salt, girl, a lot, apple, bread, cotton into part in the text you compose.

Phonetic assignments:

6. Write one-syllable words in the first column and two-syllable words in the second column.
7. Make other meaningful words by changing the position of sounds in an Apple word. (olam, mola)
8. Find words that start with salt-, girl-, many-, ol-, non-, pax - syllables.

LIST OF USED LITERATURE

1. Ona tili fanidan Milliy o'quv dasturi. -Toshkent, 2021. – 256 bet.
2. Kuranov S.D. 2-sinf Ona tili (1-qism) darsligi. -Toshkent: "Novda", 2023. – 88 bet.
3. Roziqov O.R., Mahmudov M.H., Adizov B.R., Hamroyev A.R. Ona tili didaktikasi. –T.: "Yangi asr avlodi", 2005. - 388 bet.
4. Roziqov O.R., Mahmudov M.H., Adizov B.R. Umumiy didaktika. -Toshkent, 2009. -434 bet.
5. Olloqova, O. (2023). BOSHLANG'ICH SINF O'QUVCHILARIDA PRAGMATIK KOMPETENSIYANI SHAKLLANTIRISHDA BADIY MATN TAHLILINING AHAMIYATI. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 25-29.
6. Mamanazarovna, O. O. (2023). Formation Of Students' Pragmatic Competence in Mother Language Classes on The Basis of the "4k" Model. *Journal of Pedagogical Inventions and Practices*, 24, 33-36.
7. Olloqova, O. (2023). KOMMUNIKATIV MASHQLAR ORQALI O 'QUVCHILARDA PRAGMATIK KOMPETENSIYANI RIVOJLANTIRISH. *Theoretical aspects in the formation of pedagogical sciences*, 2(17), 134-140.
8. Mamanazarovna, O. O. (2023). FORMING PRAGMATIC COMPETENCE THROUGH TEACHING STUDENTS TO COMMUNICATION. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 720-723.

9. Mamanazarovna, O. O. (2023). Methodology of Development of Communicative Competence of Primary Class Students. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(4), 6-9.
10. Оллоқова, Ў. М. (2022). ФОРМИРОВАНИЕ МОРФОЛОГИЧЕСКИХ КОМПЕТЕНЦИЙ У СТУДЕНТОВ ЧЕРЕЗ ОБУЧЕНИЕ ГРУППАМ СЛОВ НА РОДИНОМ ЯЗЫКЕ И НА УРОКАХ ЧТЕНИЯ. *PEDAGOGICAL SCIENCES AND TEACHING METHODS*, 2(18), 91-95.
11. Olloqova O'g'iljon, M. (2022). Development of Students' Pragmatic Competence through Phonetic Knowledge. *International Journal of Trend in Scientific Research and Development*, 6(6), 1541-1545.
12. Mamanazarovna, O. O. (2023). Methodology of Development of Communicative Competence of Primary Class Students. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(4), 6-9.
13. Mamanazarovna, O. O. (2023). Factors Affecting the Use of Intensive Education in Primary Schools. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(10), 215-219.
14. Jobirovich, Y. M. (2024, February). BOSHLANG 'ICH SINF MATEMATIKA DARSLARIDA MATNLI MASALALAR USTIDA ISHLASH. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 5-8).
15. Jobirovich, Y. M., & Otabekovna, R. N. (2024, February). 3-SINFLARDA GEOMETRIK MATERIALLARNI O'RGATISH ME'ZONLARI. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 27-32).
16. Jobirovich, Y. M. (2024, February). MAKTABGACHA YOSHDAGI BOLALARDA MATEMATIK TASAVVURLARNI SHAKLLANTIRISH TA'LIMINING ASOSIY DIDAKTIK TAMOIYILLAR. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 22-26).
17. YARASHOV, M. (2023). The Process of Creative Organization of Primary School Mathematics Education through Digital Technologies. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 30(30).
18. Yarashov, M. (2023). BOSHLANG 'ICH TA'LIM FANLARINI RAQAMLI TEXNOLOGIYALAR ORQALI INTEGRATSIYALASH. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 46-49.
19. YUSUFZODA, S. MATEMATIKA DARSLARIDA MANTIQIY FIKRLASHNI RIVOJLANTIRISH O'QUV JARAYONI SIFATINI OSHIRISH ASOSI SIFATIDA. *EDAGOGIK AHORAT*, 59.
20. Yusufzoda, S. (2024). BIRINCHI SINFDAGI GRAFIK MALAKALARNI TAKOMILLASHTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 45(45).
21. Hamroyev, A. R. (2021). Designing students' creative activity in primary school mother tongue education as a methodological problem. *Middle European Scientific Bulletin*, 11.