

## PROBLEMS OF LEARNING GRAMMATICAL TERMS AND WAYS TO SOLVE THEM POSITIVELY

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### Abstract:

In the Uzbek and Karakalpak languages, the use of an explanatory translation method in the interpretation of grammatical terms naming the same concepts differently is necessary to avoid the negative impact of the native language on the use of the term. "In order to correct and adjust his speech, the student must learn to use grammatical terms as a bridge in the application of rules." "... in order to be able to find all the rules in a book, he must have mastered the grammatical terms and be able to use them as a means of finding the appropriate rule." Work on such terms begins with explaining and repeating the term to students by comparing it. After all, a person who is learning another language will refrain from speaking if he does not see the ability to put the pronunciation of a word in place. From this it can be concluded that in Uzbek and Karakalpak languages it is possible to identify terms that are the same or close to each other and have the same meaning, or even terms that are expressed in different words, as familiar words without resorting to ready-made definitions.

**Keywords:** *Explanatory, Interpretation, Identification.*

### INTRODUCTION

Development of methodological problems of teaching the younger generation in the world, including the identification of similarities and differences between sister languages, the study of existing features of the two languages, the search for different ways to improve the speech of young people, grammar based on comparative knowledge of foreign scholars. The issues of mastering the elements are a priority. Accordingly, one of the urgent tasks is to identify the linguistic and methodological bases of teaching grammar materials of the Uzbek language in schools with Karakalpak language of instruction, to develop their speech, to expand their worldview.

There is some research done on teaching terms. For example, M. Mirmakhsudova's dissertation on the method of developing students' speech using grammatical terms in the lessons of mother tongue in grades 5-7 of schools with Uzbek language of instruction and a methodical manual based on this work, T. Yusupova's monograph on repeating morphology in 8th grade syntax takes place. However, the teaching of grammatical terms in the Uzbek language in Karakalpak- language schools requires specific methodological solutions. The main problem is explained by the

expressive features of grammatical terms in both languages.

In the process of working on grammatical terms, it is natural for the teacher to ask the following questions:

- 1) Why terms should be taught;
- 2) Which terms need to be taught theoretically;
- 3) How to teach.

The purpose of developing oral competence is clear: to teach young people to speak correctly and express their ideas in writing, following the norms of the Uzbek literary language. But the limit of linguistic competence has not yet been defined: knowledge of language levels or taking a normative grammar course? The linguistic concepts presented in the Uzbek language textbooks for grades 5-7 may meet the requirements of a little knowledge of the language levels. But they are not enough for a normative grammar course. Some of the knowledge selected from the language levels addresses the needs of speech development. This means that while some of them (e.g., semantic types of nouns, semantic types of adjectives, etc.) lead from such needs to linguistic competence, what this knowledge should actually be has not been scientifically researched and substantiated. In this regard, the following statement of the Methodist scholar M. Mirmaxsudova's dissertation is important: "In order to correct and adjust his speech, the student must learn to use grammatical terms as a bridge in the application of rules." "... in order to be able to find all the rules in a book, he must have mastered the grammatical terms and be able to use them as a means of finding the appropriate rule." It is clear from these thoughts of M. Mirmaxsudova that it is necessary to know the rules for correct speech and writing, to find the necessary rule in the textbook or other textbooks based on the terms, and to fully master the terms. We think that the word "complete" used by the author is used to mean a school mother tongue course. In order to remember the terms, in our opinion, it is necessary to be able to distinguish language levels. L.A. Trostentsova also interpreted this idea differently: "... without mastering morphological concepts, mastering morphological terminology, the reader can not apply a number of spelling rules, analyze the use of word forms in the text, compose phrases and sentences, correct various errors he feels difficulties "[105,25].

The study of linguistic concepts is a prelude to theoretical knowledge. A modular approach plays an important role in the proper organization of this work. In adapting the modules (4 modules) developed by V.E. Gladchenko in relation to the study of the text in the research work to the work on the terms, we identified them as follows:

Module 1 - to involve the student's knowledge of the native language in the process of defining terms in the Uzbek language (I got acquainted with a new term - I learned).

Module 2 (theoretical-educational-cognitive module) - mastering the term-concept in the context of theoretical information (I learned - where I plan to use); work on theoretical knowledge based on a new concept.

Module 3 (practical module) - application in speech, application in the example of exercise materials: the purpose of which is to create an associative connection in the mind of the student between the term and the phenomenon of language.

Module 4 (control-reflexive module) - introduction to one of the language levels, exercises, tests; games, sinkway, essay, oral and written analysis.

It was considered expedient not to reflect in the content of education, as it is easy to express in lexical terms the similarity or partial difference in pronunciation and spelling of words that are close to each other in Uzbek and Karakalpak languages. But it was thought that they could be used as familiar vocabulary in the name of a topic, in theoretical information, in the context of an exercise or assignment. Work on such terms begins with explaining and repeating the term to students by

comparing it. After all, a person who is learning another language will refrain from speaking if he does not see the ability to put the pronunciation of a word in place.

Terms (three to four terms) may also be recommended for reading: Read the given words. Note that grammatical terms in Uzbek are expressed in Karakalpak.

ot - atlyq last - digital

Introduce students to the difference between the two languages in terms of partially different terms (keyword - bass word, productive - productive, question - question, etc.), show pronunciation and spelling, at the end of this work aimed at mastering the difference between the two languages it is enough to do exercises.

Education in Karakalpak-language schools can be used to bring the Uzbek language closer to the methodology of the native language, taking into account the level of knowledge of students in grammatical terms, the peculiarities of their mistakes. In other words, the use of some grammatical terms in the context of theoretical observations directly within the topic, the comparative explanation of some as concepts, ie the introduction of more lexical through translation, the use of information technology can be an optimal solution to existing problems. Such an approach, that is, teaching lexical terms that are relevant and close to each other in the Uzbek and Karakalpak languages, avoids grammar, while at the same time requiring teachers to go beyond the textbook format. It is expedient to use the Karakalpak variant to mean the Uzbek term. Speaking about the study of words in another language, Methodist scholar R. Yuldashev writes: It can be said that the Uzbek word is "equivalent" to the task performed by the word in the native language. This kind of behavior in teaching speech is called functional concurrence. Accordingly, mastering a word means understanding its meaning, concretely imagining its functional aspects and scope of application. ” We think that this idea also applies to grammatical terms that can be learned in the lexical aseno: when linguistic phenomena in both languages (the language being studied and the mother tongue) are common, the reader does not re-learn linguistic definitions and rules, but transfers the concept from one language to another. It will be possible to theoretically approximate the terms available for such transfer by means of comparative data.

In some of the lessons they observed, teachers were able to interpret all of the independent word groups as above. From this it can be concluded that in Uzbek and Karakalpak languages it is possible to identify terms that are the same or close to each other and have the same meaning, or even terms that are expressed in different words, as familiar words without resorting to ready-made definitions. But if the term is not learned in native language classes, it cannot be done as above. If there is a need to use Uzbek alternatives to terms not studied in the native language, the Uzbek term as a new linguistic phenomenon will have to go through processes that serve to create understanding using the same types of work as in native language lessons. Thus, in the study of grammatical terms in the Uzbek language, it is necessary to follow the principle of taking into account whether the Karakalpak alternatives have been studied in the native language classes.

It is good that the Uzbek term was introduced after learning the Karakalpak alternative. To do this, it is necessary to improve the content of education on the basis of integration, to encourage Uzbek language teachers to consider the topics covered in the program and textbooks of grades 5-7 of Karakalpak schools, to be aware of innovations in teaching methods and techniques used in mother tongue lessons. Taking into account the topics covered in the native language classes facilitates the work on the term in the Uzbek language classes.

Grammatical terms introduced in the lexical plan by specifying the equivalent are reinforced using the following types of work:

1. An appropriate grammatical term is used in the exercise context. The teacher uses the term in her speech as she explains how to do the exercise. He then asks the children about the condition

of the exercise.

2. Grammatical terms are worked with a table that reflects. In this case, more classification information is assimilated.

In the exercise, which is organized on the basis of a table that reflects the classification of independent word groups, students use grammatical terms in speech as if they were reading, that is, ask questions, answer questions, and so on. The ability to read terms from a table makes the exercise receptive-reproductive, as students are not in a position to memorize the terms.

3. Students are given a list of terms belonging to a particular group and practice on the pronunciation and spelling of these terms.
4. Work on a bilingual dictionary of grammatical terms.
5. Dictionary dictation is conducted.
6. Spelling exercises are performed.
7. Words, word forms are recited and a competition is organized for students to quickly name grammatical terms.

Grammatical terms serve as a noun in the classification of linguistic phenomena, serve as a basis for recalling the rule on the use of grammatical means, finding them from external carriers. To do this, it is necessary to ensure that grammatical terms are remembered by students. Educational activities aimed at reinforcement and repetition help to trigger this mental activity. For this purpose, the methods of analysis of the phenomenon of language, the types of analysis recommended in the methodology of teaching the native language are used. Ms. Mirmaksudova presents the process of activating grammatical terms in the following stages:

- 1) Grammatical concept and definition of the term on the basis of linguistic phenomenon;
- 2) Remember the grammatical term;
- 3) Development of skills and competencies in grammatical terminology;
- 4) Teaching to use the grammatical term as a bridge to remember rules;
- 5) To achieve full activation of grammatical terms in the process of improving written speech.

When M. Mirmaksudova says "building skills and competencies in grammatical terminology", she means more analysis. He writes on the basis of practical lessons: "Our conclusion is that without a thorough analysis of every second or third of the mother tongue lessons, the necessary knowledge, skills and competencies in this area will not be formed. When the types of partial and full analysis are exchanged, it becomes clear that there will be no classes where this type of work will not be conducted."

The author distinguishes the following types of grammatical analysis in order to achieve consistency, from easy to difficult, from simple to complex, from familiar to unfamiliar:

- 1) Partial analysis within a small topic;
- 2) Partial analysis within two to three sub-topics;
- 3) Partial analysis within a larger topic;
- 4) Detailed analysis within the thematic group (independent words, auxiliary words, etc.);
- 5) A comprehensive analysis of major topics (such as morphology, lexicology, syntax);
- 6) Partial analysis of inter-departmental, inter-level mixed type;
- 7) Complete analysis of inter-departmental, inter-level mixed type [8; p. 91].

Types of analysis play an important role in memorizing grammatical terms and encouraging their use in speech. The following exercise conditions are met:

Say which word group the given words belong to. Tailor, forty, called, all, ...

Analyze the given sentences morphologically.

Example: Uzbekistan is a country with a great future. Uzbekistan - horse; future - at, the consonant k at the end of the word -i became g due to the addition of the possessive suffix...

Say the names of the agreement. Say independent word groups. Say which word group the words separated from the text belong to.

The ability to memorize grammatical terms quickly in the process of analysis provides the basis for activating them. There is an emphasis in the methodological literature that it is useful and effective to require students to tell a story. For example, you could ask them to talk about independent word groups. In this case, the reader first classifies, then says each word group and gives an example.

The grammatical term is a means of understanding the content of theoretical information, and then finding the appropriate rule in the textbook when necessary. But it is difficult to find a rule that has already been covered in the textbook based on the term. Ms. Mirmaxsudova also found that "... to find and read a rule, you need to turn the pages of the textbook for about 5 minutes." This situation, he said, "... indicates the lack of appropriate qualifications, the lack of special work on the formation of such skills" [8; 110-b.].

The following opinion of the methodologist T.Yusupova can clarify what should be the results of strengthening and repetition of grammatical terms: must be able to distinguish "[10; 71-b.].

There is absolutely no need to give a definition of grammatical terms when it is clear that all students understand them. For example, in the 7th grade textbook "Uzbek language" [9] after Exercise 39 on the topic "Chama numbers" the following description is given: "Know. Approximate numbers represent an approximate amount." [9] The term chama should not be defined if the term is approached as „familiar“.

It is of great benefit to start using many terms in the text analysis process. This work is organized in connection with the following cases:

1. When conducting types of grammatical analysis.
2. In the organization of grammar games.
3. When working on tests.
4. In organizing a "mental attack".
5. "Who remembers fast?" in the game.
6. In terms of question or assignment: "Read the numbers separately from the text", "Which noun in the first sentence is used instead of the diamond in the second sentence?"

Mastering a word means using it knowing its function in a sentence. The function of the word in speech cannot be memorized, it can only be mastered in the process of speech activity. Terms-based questions and answers, narratives provide such an opportunity.

When a grammatical term is also a word, the translation from Karakalpak into Uzbek, that is, when the meaning of the term in both languages is the same, allows it to be used directly in linguistic observations. In this case, the Uzbek term assumes the function of the Karakalpak term.

In the Uzbek and Karakalpak languages, the use of an explanatory translation method in the interpretation of grammatical terms naming the same concepts differently is necessary to avoid the

negative impact of the native language on the use of the term. Because the Karakalpak alternative is a word used in the Uzbek language (for example, there is a word equivalent to the Uzbek member in the term of speech), students sometimes go the way of translating the Karakalpak term with the alternative itself (member). As a result, they make mistakes, such as using the Karakalpak term instead of the Uzbek term. In our opinion, in cases of such expression it is not enough to show the grammatical term in both languages, that is, to give it as a dictionary. It is worth noting that different terms are used in Uzbek and Karakalpak languages.

In the form of various grammar games, competitions on grammatical terms, it is possible to organize strengthening exercises as follows:

- Translation of Uzbek grammatical terms into Karakalpak, Karakalpak grammatical terms into Uzbek;
- Morphological analysis of given words (sentences) on the basis of the sample;
- mutual question and answer using grammatical terms;

Terms translated from Uzbek into Karakalpak with unfamiliar words do not create confusing situations. Accordingly, we believe that it is sufficient to give students such terms in the form of a dictionary and to carry out exercises to strengthen their bilingual expression.

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