



LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS

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ABSTRACT: - In this article, a lot of attention is paid to the development of students' speech in primary school. One of the main areas of speech development in students is to increase vocabulary. That is why the meaning of words, that is, the concept of words with multiple meanings, is of great interest to students in primary education and in "Mother Language and Reading Literacy" classes. Usually, in methodological literature, it is recommended to enrich the vocabulary of elementary school students by increasing the number of new words. There are many words in the mother tongue and their meanings that should be learned gradually by the students.

KEYWORDS: Student speech, polysemous words, mother tongue and reading literacy, language, primary education.

INTRODUCTION

In recent years, the education sector has been completely reformed in our republic, and extensive experience in the practical application of advanced methods and methods of teaching and training has been gained. Approaching the teaching of general

education subjects in schools based on modern requirements, using modern technologies in the educational process has become one of the main requirements of today. In the educational system, primary education is the main link of education as the

**“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS
STUDENTS”**

foundation of general secondary education. It is at this age that a person's thinking, culture, and mental development are actively transferred to the process of cognition and learning. Therefore, it is necessary to pay special attention to the content, form, and means of teaching in primary education. The main thing is that the teaching process in primary education should be organized without mistakes and shortcomings. In particular, teaching elementary school students words and their meanings not only expands their thinking, but also develops many competencies in them. A solid foundation is created for young students to become knowledgeable, mature individuals.

The analysis of the linguistic and didactic-methodical literature on the problem of teaching polysemous words to elementary school students shows that in the elementary school students gradually come across polysemy of words in their native language, (polysemous) words, but at this age they still have a linguistic understanding of the language. - they do not understand the phenomenon of polysemy. First of all, children of this age are surprised by the presence of several meanings in one word. For example:

Language is a means by which people can express their thoughts and understand each other.

A person speaks his word with his tongue. If the words are good, his face will water. That is, it gains reputation and attention. (What remains of a person? Yusuf Khos Hajib. 4th grade, Reading book).

Literally: A bird knows the language of a bird.

However, the problem and methods of teaching polysemous words of the Uzbek language, which is the mother tongue of the

students, to elementary school students are hardly covered and analyzed in the linguistic and pedagogical resources of the Uzbek language. Studying the speech of elementary school students, observing the process of using their mother tongue in the educational process, and the problem of eliminating "ambiguities" for students in the language show that it is necessary to teach elementary school students multi-meaning words in mother tongue education.

In primary school, great attention is paid to the development of students' speech. One of the main areas of speech development in students is to increase vocabulary. That is why the meaning of words, that is, the concept of words with multiple meanings, is of great interest to students in primary education and in "Mother Language and Reading Literacy" classes. Usually, in methodological literature, it is recommended to enrich the vocabulary of elementary school students by increasing the amount of new words.

Resolution No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On approval of improved state educational standards of general secondary and secondary special, vocational education" is of great importance in improving the field of education in accordance with the requirements of the times, improving the quality and efficiency of teaching. . It defines the mandatory minimum requirements for the level of preparation of students graduating from primary school, and students completing the 4th grade are given a task, listening comprehension of texts; read the text with understanding; following the pronunciation of words and sentences in oral speech; be able to write a dictation of 65 - 70 words; to be able to create a text consisting of 5-6 sentences based on a message, an image, to gradually describe

“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS”

and add 2-3 sentences with a discussion element to a statement and essay, to follow the rules of using paragraphs, notes, spelling and punctuation; it is shown that they have the ability of speech culture when writing letters about their work, to friends, parents, teachers, and using words expressing invitations, congratulations, and requests in oral and written speech. [5; 57-p].

In addition, according to the National Curriculum, through the "Mother Tongue and Reading Literacy" textbook, elementary students are no longer required to read a certain number of words according to the reading speed of the class. That's why the primary indicator for students is not the speed of reading the text, but the level of comprehension.

Students should gradually learn the ambiguous words and their meanings in the mother tongue. Working on literate speech from the 1st grade, forming the speech culture of elementary school students is related to the continuity and integrity of the educational process.

In this period, it is necessary to determine the basic competencies that are formed in accordance with the age characteristics of the students based on the priority of the student's personality and interests. The increase of students' vocabulary should be done not only by acquiring new words, but also by acquiring new meanings of words.

One of the most important tasks facing primary education is to teach primary school students to use all the possibilities of their mother tongue.

The mother tongue program intended to be taught in primary grades covers several sections of the Uzbek language, and in order to

master these sections, students need to understand that they are interconnected. Teaching the mother tongue to elementary school students, although it ensures the acquisition of the language as a separate system, also brings its own complications. In particular, in the primary grade mother tongue and reading literacy textbook, it is intended to provide elementary knowledge related to the above sections in the materials on phonetics, orthography, lexicology, orthography and morphology of the Uzbek language.

The analysis of theoretical and practical work on the problem of teaching ambiguous words to students in primary education shows that the linguistic and pedagogical mechanisms of teaching ambiguous words to elementary school students, its structural components, sources, conditions, content, and effective forms and methods are developed at the required level. not released.

Also, the pedagogical indicators that define the word and its meaning and the levels of their correct and appropriate use in speech have not been shown in the students' minds. The following were identified as priorities for teaching polysemous words to primary school students. These are: formation of an active person with high speech competence by creating an understanding of multi-meaning words in the minds of elementary school students and developing the skills of using the meanings of words in speech; to teach elementary school students the multi-meaning words of their mother tongue, that is, the Uzbek language, and to create an opportunity for them to distinguish subtle differences in the meanings of words and the relationship between them; It shows the need for systematic work on the fact that there are many mistakes related to the use of polysemous words in the speech of students,

“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS”

while enriching their vocabulary, allowing students to use different meanings of words in speech.

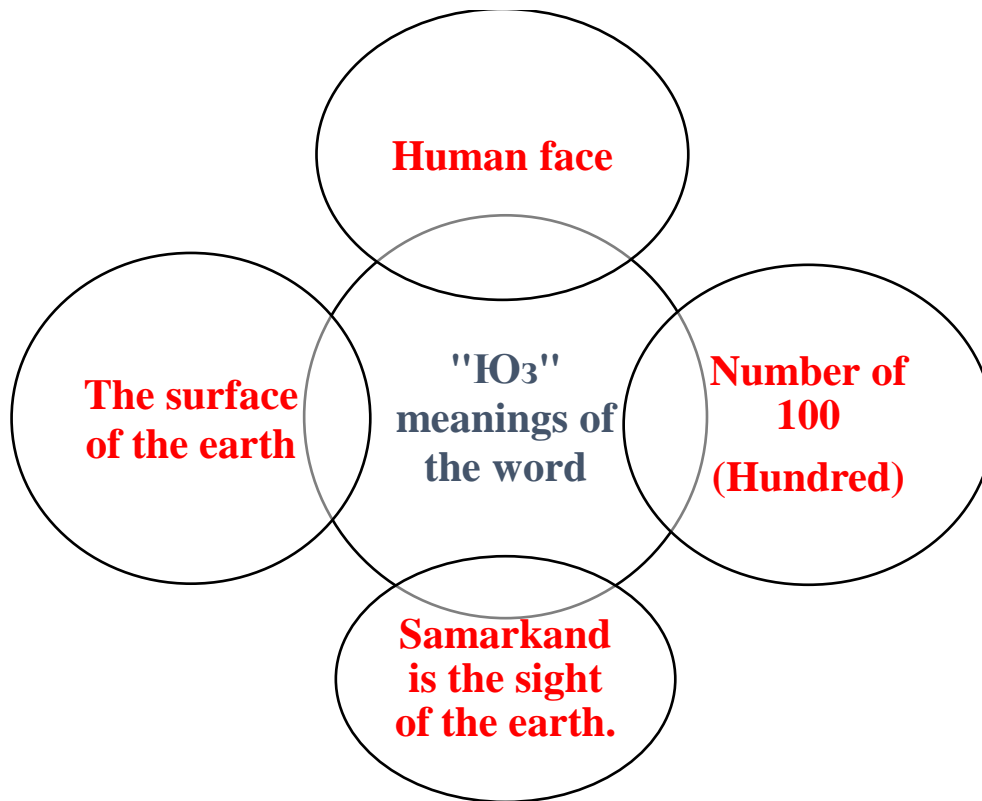
The main sources for enriching and improving the vocabulary of primary school students are primary school textbooks, that is, the mother tongue and reading literacy textbook, teacher's speech and fiction. All these are pedagogically controlled organizational sources of enriching students' speech. In addition, a number of external factors affecting students' speech are sources beyond control: the Internet, television, communication with different people, parents' speech, etc. can be cited as an example.

As in other languages, the Uzbek language has not one, but several (two or more) lexical meanings in its semantic structure. These are polysemous words, which are contrasted with monosyllabic words that have the same lexical meaning. The polysemy of words makes it impossible to imagine a language in which every thing, sign, action is called by separate words. Learning and using such a language would be difficult for language speakers of all ages. Therefore, polysemantic words appeared in the language. People found

similarities between objects around them and named new things with existing words. The multi-meaning words of the Uzbek language are the wealth of our language.

In the mother tongue program of primary education, much attention is paid to the development of students' speech. To do this, the analysis of textbooks and literature on the subject under discussion is important. Since the second half of the 20th century, the quality of education, reading, writing, speaking skills, proficiency and increasing the vocabulary of students in the primary grades is the most important, and the most important thing is to master the meaning of words in the mother tongue, to work based on the ability to build one's own speech based on the knowledge of phonetics, lexicon, and grammar of the language system. became the main issue.

Students who have mastered the multi-meaning words in their mother tongue can fully understand the content of the texts and the teacher's speech. Begins to use the meanings of words to express ideas in oral and written speech. Distinguishes the relationship between a polysemous word and its meanings. For example:



1.1. Picture. Differentiate between the meanings of a word with multiple meanings

In order to gain a real picture of the purpose and content of lexical work related to the learning and acquisition of ambiguous words in primary education, we analyzed other textbooks and programs, such as mother tongue and reading literacy, and reading outside the classroom. During the analysis of textbooks and fiction created for primary school students, the following tasks were solved:

- 1) Determining the amount of knowledge and skills acquired by elementary school students about polysemous words;
- 2) Analysis of methodological support of textbooks, training manuals;
- 3) To study the availability of dictionaries created for primary school students;
- 4) Development of lexical and speech exercises on materials with polysemous words;
- 5) Development of recommendations for improvement of existing programs, textbooks and educational manuals for primary school students;
- 6) To identify methods that activate the acquisition of ambiguous words for elementary school students;
- 7) Compilation of a dictionary of polysemous words for elementary school students in Uzbek;

The formation of the ability of primary school students to use the phenomenon of ambiguity in speech is related to their perception, which also has a significant impact on their thinking. The analysis shows that the development of students' speech in primary school is focused on working on the word in connection with the study of grammar and spelling. Existing programs and textbooks do not provide theoretical information about the dictionary meaning of the word and its multiple

“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS”

meanings. Pupils get to know words with many meanings in practice. That is, it implies the organization of systematic work on the acquisition of multi-meaning words and the use of learned word meanings in consistent speech.

Based on the national curriculum and international experience, from 2020-2021, the subject "Mother language and reading literacy" was introduced as a result of the merger of "Mother language" and "Reading" subjects in secondary schools. The main reason for the merger of these two subjects was a change in the approach to teaching the mother tongue in primary education. Now primary education has shifted from teaching based on grammar and memorization to teaching that focuses on the development of the four skills of learning the mother tongue, namely listening comprehension, reading comprehension, and oral and written expression.

One of the skills formed in the student based on the science of the mother tongue is reading comprehension, and it is important for the student to know the meanings of the words read well in this process. As a result, students work with texts without grammatical rules in textbooks and develop reading comprehension skills. Due to the development of the science of "mother tongue", language acquisition skills appear in children by themselves.

K. Kasimova, S. Matchonov, Kh. In the textbook "Methodology of mother tongue teaching" by Ghulomova, Sh.Yoldoshev, Sh.Sariev, the section "Methodology of working on the vocabulary" is given separately, and it is intended to learn the sarcastic meaning of the word and polysemous words in clarifying the students' vocabulary. In this case, students

begin to fully master the meaning of words that they have not mastered thoroughly, that is, to include these words in the text, to extract them from the text, to perceive the connection between the meanings of ambiguous words.

In the primary classes, theoretical information is not provided on polysemous and homonymous words, only preparation for the formation of such concepts is provided.

It is clear from the analysis of textbooks and methodical manuals that in primary education, it is mainly proposed to teach the meaning of words by explaining them practically, that is, mastering them by working with exercises. Even now, "Mother language and reading literacy" textbooks provide a limited number of exercises aimed at learning the meaning of polysemous words. [1-2-3- 4th grade].

In conclusion, it can be said that although the main focus is on distinguishing the meanings of words and activating words in speech in the current programs for teaching the mother tongue, the exercises that develop the skills of correct use of polysemous words are not systematic and episodic in nature.

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“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS”

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“LINGUISTIC BASIS AND PEDAGOGICAL CONDITIONS OF TEACHING WORD MEANING TO PRIMARY CLASS STUDENTS”