



METHODS OF LEARNING VOCABULARY IN PRIMARY GRADES

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Article history:	Abstract:
Received: 8 th October 2022 Accepted: 10 th November 2022 Published: 20 th December 2022	Our country produced great thinkers who made an incomparable contribution to the development of world science. We must educate our youth to be enlightened and knowledgeable. The words "school education has a special place" should be an important program for all of us.
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INTRODUCTION.

"Another important issue that always worries us is the manners, behavior, and worldview of our youth. Today, times are changing rapidly. We see these changes more than anyone. "who feels the most is the youth. Let the youth be in harmony with the demands of their time. But at the same time, let them not forget their own identity. The call of who we are and what kind of great people we are is always echoing in their hearts. "Let them encourage them to be true to themselves. How can we achieve this? Through education, education and only education," President Sh. Mirziyoyev said.

Many issues related to the high school mathematics program should be firmly mastered at this level already in the elementary grades. In this case, the acquired knowledge will remain in the minds of students throughout their lives, and other issues are included in the teaching stage only for the purpose of preparing for detailed consideration in the next classes, or to have the opportunity to increase the level of thinking ability in the process of forming certain skills and abilities. is entered for

ANALYSIS AND RESULTS.

We want not only the healthy physical and spiritual growth of our children, but also their growing up as harmoniously developed people with the most modern intellectual knowledge and fully meeting the requirements of the 21st century. We have set ourselves the goal of creating all possible results necessary for this. Who is telling the meanings of person, thing, and place names? what? where? the words that are answers to the questions are called OT. Nouns are divided into personal nouns, object nouns, place nouns. For example: apple, cloud, hat, girl, old man, old woman, city, guzar, Tashkent.

According to their structure, nouns are divided into simple, compound, double and repeated nouns.

Simple nouns are nouns composed of only one base: our work, on the street, sickle. Simple nouns are base and artificial. Nouns without a word-forming suffix are simple root nouns: our language, children, book. Morphologically formed nouns are simple artificial nouns: crop, broom, wheelbarrow[1].

Compound nouns are nouns composed of two or more bases: sunflower, five-finger, glove. Compound nouns are written by adding or separating: Similar nouns consisting of two or more bases are always written separately: lailakkor tillakosh, rose; The second part is written by adding nouns derived from related nouns: Altariq, Yangibozor. The second part of the compound noun is written separately: Central Asia, Central Chirchik;

Pair nouns are formed by combining two nouns and are written with a hyphen: book-notebook, parent, dream-dream, speech-word

Redundant nouns are formed by repeating the noun exactly or with a sound change. Redundant nouns are written separated by a hyphen: basket-basket, dasta-dast, uy-puy.

Nouns are divided into proper nouns and common nouns according to whether they denote the name or common name of one of the same objects[2]. Proper nouns are nouns that distinguish one of the objects of the same type, are named after a person, thing or place. Khorezm, Kamola

There are two types of proper names according to what they refer to: personal names and place names. Names given to people, their names, surnames, nicknames are called personal names: Alisher Navoi, Yusuf Khos Hajib, Erkin Vahidov;

Names assigned to a certain geographical area are called place names: Fergana, Chorsu, Central Asia. When the names of countries and regions are in the form of compound words, each part is written with a capital letter: Great Britain, Central Asia. Names of places formed by combining similar nouns are written together: altariq, yettisuv, aktash. Names of places



that contain the words boyi, orti, and before are added: Arolboyi, Kavkazorti[3].

Prominent nouns also indicate the names of organizations, enterprises, institutions: Ministry of Health, Oliy Majlis of Uzbekistan. every word in the names of international organizations and high state organizations and positions is written with a capital letter: the Cabinet of Ministers, the International Olympic Committee. The first word in the names of ministries, agencies, organizations and enterprises is written with a capital letter: Ministry of Culture and Sports Affairs, Kuvasoy Cement Plant.

Personal nouns are the answer to the question who?

old man, old woman, children according to their age;
neighborhood friend, village friend - according to the place of residence;
director, deputy director-according to the position;
amma, aunt, uncle, uncle are named according to the degree of kinship[4].

Personal nouns can be substantive and artificial nouns. They are made with the help of suffixes that form personal nouns: classmate, waterman, janitor, watchmaker, reader, etc.

The suffix -lik is added to the nouns of the same type and the proper nouns indicating the place, and indicates that the person belongs to this region.

Types of nouns. Agreements are a syntactic category. Conjugation expresses the relationship of nouns with other words in the sentence. So, when teaching agreements, it is assumed that students know how words are connected in a sentence. Work on agreements begins after students learn to separate words (word combinations) that are connected in meaning and grammar in a sentence. Working on agreements is also working on the connection of words in a sentence. In order to know the conjugations, the student must know exactly which word the noun is connected with in the sentence[5].

When a noun is connected with other words in a sentence, it changes with adverbs. In fact, students already in the 1st grade get acquainted with the change of word forms, but they still do not know what a word form is. In the next grade, students will get acquainted with form-forming (word-changing) adverbs, they will understand that these adverbs serve to connect words in a sentence.

Pupils are introduced to classification, in the process of analyzing a sentence based on the essence of agreements, the basis of the sentence (possible and participle) and word combinations are distinguished. They observe that a noun is connected with various other words in a sentence by means of formative conjunctions (ning, -ni, -ga, -da, -dan), that these conjunctions are conjugational conjunctions, that

nouns are conjugational. they will learn that the change with additions is called variation. Children are explained the order of arrangement of agreements, questions, and the presence of definite additions of agreements other than the main agreement with the help of the table given in the textbook. The noun in the main conjugation is also introduced as possessive in the sentence, and the nouns in the other conjugations are introduced as the secondary clause[6].

In order for students to be able to use the acquired grammar knowledge in mastering spelling, great importance is attached to the consistency of the work. The completed work is written down: the students first ask a question about the noun in the sentence and write the question in parentheses; then they determine the agreement according to the question. For example, he read (what?) - a book, receipt). Once they get the hang of it, the exercise is quick, no writing required[7].

When studying the types of plural nouns, the aim is to improve the ability to correctly use plural nouns in speech. Pupils use the conversation to say the question of the noun in the main agreement and to indicate one person, thing (what? - book, who? - student); the teacher asks what kind of question it will be answered, what agreement it means, if this noun means two or more persons or things, they answer without difficulty (what? - books, who? - students). The conclusion is drawn: what are the plural nouns in the main agreement? or who? there will be an answer to the question. Using the table of nouns with agreement, students will sort these nouns in the plural and learn that the plural suffix is always added before the agreement suffix.

The task of studying each agreement separately is to form the skill of writing agreement suffixes in connection with the study of agreement and to achieve the students' conscious use of nouns with agreements[8].

Questions are used to find out agreements. For this, students need to firstly learn to put the question not to the noun alone, but to the word that is semantically connected to the noun in the sentence, and secondly, to know the interrogatives of the conjunctions well. When mastering agreements, after determining the basis of the sentence, determining the words (word combinations) connected to each other in the sentence, finding the word with which the noun is connected, asking questions, which agreement is used, singular or plural It is advisable to organize the work in the consistency of the used (For example, Alisher invited Nadir to the cinema. It is about Alisher. (Who?) Alisher - has (in the main agreement, singular); Alisher (what did?) - offered - participle; proposal made



(whom?) – Nadir (noun, in the agreement of receipt, singular); invited (to what? or where?) – to the cinema (noun, in the agreement of departure, singular)[9].

A conjugation differs from other conjugations by its important features (meaning, interrogative, suffix, syntactic function). In order to consciously use a noun in a certain agreement and to write the adverbs correctly, it is necessary for students to master the important signs of agreements. A great place is given to formation.

By studying the features of the main agreement, it is found that the noun in the main agreement is subordinate to another word, who?, who?, what?, what? Students will learn how to answer their questions and use the possessive function in a sentence; in the dictionaries, nouns are given in the form of the main agreement and are considered as the main form, sometimes they are introduced with a possessive suffix[10].

Students find it difficult to distinguish between the nominative and the subjunctive, they use one suffix instead of the other. The purpose of studying the features of these agreements is to prevent such difficulties and to develop students' skills in the correct use of agreements. To achieve this goal, the meaning, interrogative, adverb, and function of these two conjugations are compared and a conclusion is drawn based on the conversation.

A noun classified in the accusative case: 1) is connected to another noun in the sentence, expressing the meaning of ownership, and the connected noun is used with a possessive suffix (such as a student's notebook, a flower leaf); 2) whose?, what(s)?, sometimes where? questions will be answered; 3) is used with the addition of -; 4) comes as a secondary clause in the sentence.

The noun in the subjunctive agreement: 1) denotes the person or thing that takes the action, and is always connected to the verb in the sentence (like I completed the task, he read the book); 2) who(s)?, what(s)? sometimes where? questions will be answered; 3) is used with the addition of -ni; 4) acts as a secondary clause in the sentence[11].

In order to improve students' knowledge of the correct use of these two consonants in speech and how to write them correctly, it is necessary to determine which word the noun is connected with in the sentence, and instead of questions, ask questions that match the content of the sentence. It is more often used to sort out the word with agreement, to copy from omitted consonants, to select and move, and to choose and remind dictations.

According to the elementary school curriculum, it is not recommended to introduce students to the

unmarked use of nouns in the nominative and accusative cases.

After the students are introduced to the features of the transitive agreement, the writing of the transitive suffix is explained: a) when the transitive suffix is added to the words ending with a voiceless consonant, -ka is heard in pronunciation, but the original spelling is explained by analyzing words such as class, work, and work by sound-letter; b) students read a sentence such as "Mehnat yetkazar har tilakka" and observe the change of the word wish; they find the word related to tilakka in the sentence and ask the noun from this word (etkazar (what?) tilakka); they say that this is a question of the departure agreement; the word tilakka is analyzed according to the word structure and it is determined that tilak is a root, -ka is a suffix; then it is analyzed in terms of sounds and letters, and it is determined that the stem ends with the consonant -k, and the suffix also begins with the consonant k. The conclusion is made by the conversational method: the suffix of departure is added in the form of -ka to nouns ending with the consonant k. The word "hook" in the sentence "The fish was caught on the hook" is treated as above. Under the guidance of the teacher, the students draw the conclusion themselves: to nouns ending with the consonant q, the suffix of departure is added in the form of -qa[12].

After the students are introduced to the features of the place-time agreement, it is explained that the agreement suffix -da is written in the form of -da even though it sounds like -ta. Some students make the mistake of using the adverb of departure instead of the adverb of place. To avoid this kind of mistake, more practice with the students to find the word combination by asking questions about the noun used in the verb departure and place-time agreement, and the question of the agreements and ma is taught to differentiate according to the For example, went (where?) - to school, was (where?) - at school; I got it (to whom?) - my brother, I saw (who?) - my brother.

The students are introduced to the features of the exit agreement based on the plan, and the writing of the agreement suffix is explained to them[13].

The conditions that ensure the effectiveness of working on the formation of the competence about agreements are, firstly, appropriate exercise, selection, increasing the independence of students by gradually increasing the complexity of the exercise material, and secondly, improving spelling, grammatical knowledge and developing students' speech. lip training.

Thus, in elementary grades, nouns are studied as a whole, and studying them helps students to master the signs and functions of this word group, as well as to form the skill of correctly writing consonants in them. is focused[14].



The system of quality learning envisages consistently enriching and complicating the material from the lexical and grammatical side. In the 1st and 2nd grade, students observe the lexical meaning of the quality, how is the quality? they learn to ask questions; In class III, quality is studied as a word group; In the IV grade, what was learned earlier is repeated, and depending on the grammatical material, the writing of accretive adjectives such as red-red, green-green (the term is not mentioned) is taught. In native language and reading classes, students' speech is enriched with new adjectives, the meaning of adjectives known to them in advance is clarified.

The methodology of studying quality is based on its linguistic features. Quality means the sign of an object (color, size, shape and appearance, taste, character, smell, weight, place and time). The lexical meaning of the adjective requires studying it in connection with the noun. In order to understand the adjective, from the first grade, the attention of students is focused on determining the connection of the adjective to the noun[17]. Pupils say the sign of the subject, they develop the ability to determine the connection of words in a sentence with the help of a question, that is, they distinguish the adjective and noun phrase in the sentence (the term is not said). This connection will be clarified in the next classes[15]. Thus, the semantic-grammatical characteristics of the quality require working on the quality lexically and grammatically (morphologically and syntactically).

In elementary grades, the topic "Quality" is studied in the following order: 1) initial introduction to quality (grades I, II); 2) provide an understanding of quality (III class); 3) mastering the writing of some adjectives in connection with this grammatical topic (class IV).

The initial introduction to the adjective (without a term) (the first stage) begins with an observation of the lexical meaning and questions of the adjective. The signs of the subject are diverse and describe it by its color, taste, shape, and characteristics. Therefore, in order to form the concept of quality, it is necessary to define its meanings. The teacher shows the subject or its picture, students say and write its signs. For example, (what?) apple - red, sweet, round apple; (what?) thread - long, blue thread[16].

Of course, students based on the conversation, what are the words? In response to the question, what are the names of the objects, such as red, sweet, round? as an answer to the question, they determine whether the sign of the object (color, taste, shape) is expressed. The teacher explains that the objects surrounding us have their own signs and that they differ from each other by these signs with a

couple more examples (What kind of tree? - A big, beautiful, branchy, blue tree. What kind of wardrobe? - tall wardrobe with a mirror). The conclusion is drawn: how?, what kind? the words that are the answers to the questions indicate the subject sign.

CONCLUSION. In order for the students to understand the importance of such words in our speech, a text in which adjectives are often used is selected, first the adjectives are omitted, then they are read with the adjectives and the content is compared. It is explained that the words indicating its sign are used to accurately describe the object. Demonstration tools (subjects, subject pictures, plot pictures) are widely used in these lessons.

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