The effect of Studying Morphology in Modeling Syntactic concepts in the lessons of the native Language in Primary Grades

Baymuradovna Shoira Babaeva
Bukhara State University, Uzbekistan

ABSTRACT

The article is about how to improve the methodology of teaching the mother tongue and activate students' motivation to acquire knowledge and skills in the lessons of their mother tongue by modeling syntactic concepts in the lessons of their mother tongue.

Key words: syntax, semantics, pragmatics, modeling, education, design, motivation, activation, knowledge, skills, interactive method.

I. Introduction

In elementary school, teaching material on morphology is studied in such a way that during almost the entire period of primary education, from the fourth quarter of the first grade to the end of the school year, in the second grade from the third quarter to the end of the fourth quarter, and in the third grade from the first quarter to the fourth quarter, the work on the parts of speech permeates all other topics altogether. Leading in the assimilation of morphology is the development of students' correct understanding of the parts of speech. Firstly, junior schoolchildren learn that all parts of speech are divided into two large groups: independent and service. In the elementary grades of the traditional school, parts of speech are studied in such a way that in the first grade starting from a simple concept, and in the fourth grade in more detail. For the assimilation of morphology by primary school children, the very essence of the parts of speech is revealed: independent parts of speech constitute the structural basis of morphology, they often take on the main semantic load, and the service parts of speech perform a connecting function (although no less important for expressing thoughts). To reveal the essence of morphology, students analyze words in sentences, based on the role they play in the sentence. The assimilation of these concepts plays an important role in the method of studying morphology.

II. Main Part

Now an important task should be to educate our youth on the basis of innovative educational technologies at a high level in educational institutions with modern equipment. To do this, each teacher must work on himself, keep up with the times, thoroughly know and implement innovative teaching technologies in their work. These days, the lessons of the old traditional style do not meet the needs of our youth, they do not even want to listen to such lessons. Today, given the current process of globalization and the rapid growth of the intellectual development of our youth, the use of methods and technologies that require a creative approach in methodology remains an urgent problem. At all stages of the education system, self-study or independent research is carried out. But such exercises are not followed by all the rules, so these exercises do not give the expected result. In fact, in such classes, the teacher sets a specific task for the student or listener based on special schemes, formulas, mathematical equations with visual aids. Students (listeners) do not move from theory to practice, as in traditional lessons, but from practice to theory and create creative ideas, draw their own conclusions within the framework of the topic. Working on the basis of such technologies gives a high efficiency in training. There are several methods and technologies in pedagogy that require independent work. These include modeling technologies.

Innovative approaches to modeling the learning process in methodology, as well as the ability to model the pedagogical system and processes, to learn to adapt to this process have become an urgent need for modern youth. For many years, simulation has been one of the hottest research methods. Today humanity cannot imagine its scientific, educational, technological and artistic activities without modeling the surrounding world. The rigid and precise formulation of imaginations (models) is very difficult, but by the 21st century, mankind has accumulated a wealth of experience in modeling and using various objects and processes. Modeling in pedagogical research allows you to combine empirical and theoretical knowledge gained from human experience, its impressions through the senses and observations in the natural environment, that is, experience, the structure of logical connections and scientific abstractions in the study of a pedagogical object.

The concept of "model" (fr. Modele / lot / modulus - means measure, norm), a product that arises as a collection of information about a certain initial object in natural science or science as a whole - an object, material device, graph, scheme, in general a means of cognition ... In other words, the model is an imitation of natural objects (similarity, imitation), it corresponds to the Uzbek words "kolip-stencil", "andaza-pattern, template". The model serves as the basis for the occurrence of events in which explicit or abstract objects are explored in miniature objects, diagrams, drawings, physical structures. The creation of models is as continuous as the development of science. It is widely used in the learning process based on visual models and allows you to visualize an object or process that is difficult to master directly.

"Modeling" is the integration of educational materials or educational content into an integral system [8]. Any science at the stages of education should be based on a model. The use of modeling is directly related to a deeper understanding of the nature of educational situations and processes, a serious study of the theoretical foundations of research. Facilitating the content of the educational process, activating the student's independent knowledge, implementing a personality-oriented approach to the student, etc. Therefore, modeling is "a method of studying knowledge objects in their models; to identify or improve the description of clearly existing events and objects that must be built, to facilitate the methods of their creation, as well as to create and study for their management. " Modeling is a technique that simplifies every scientific object. Thus, the model solves a problem that traditional theories cannot explain, revealing an aspect of the object that has not been observed previously, but may be realized in the future.

Modeling of linguistic units in the Uzbek language is based on the stable relationship of the elements of these symbols. Therefore, the division of relations between the elements of the whole into stable and unstable types is important for linguistic modeling. Modeling is an interdisciplinary method that is common across all disciplines.

It is less effective to explain new material to the student without schemes, techniques, definite formulas, in a word, models. Modeling is used to facilitate the content of educational material, improve the planning of the educational process, management, forecasting, diagnostics, design of educational activities and educational processes.

For many years, observation methods were the only method in linguistics. But with the help of these methods, the inner essence of linguistic phenomena is not revealed. Using the observation method, it will be possible to study word forms, sentence structure and other structural features. Since the structure of language and speech is complex, it will be impossible to fully study them using the observation method, because language and speech have their own difficulties.

One of the main tasks of teaching the native language at school is the formation of a culture of speech among students. Cultural speech is distinguished by the originality of the national language, semantic accuracy, color, variety of words, artistic expressiveness. The oral form of cultural speech must comply with the orthoepic norms of the literary language, while the written form must comply with the spelling norms, style, etc.

Speech culture is formed as a result of organizing the intellectual and practical activities of

students according to the norms of the literary language. Everyone recognizes that the rules that all native speakers of this language must follow are the rules of the literary language. The norms of the literary language include words that exist in a particular language, word formation, models of word formation and modification of words, word combinations, rules for the correct use of a sentence in speech.

It is extremely important to take into account the peculiarities of oral and written speech in teaching, to observe their relationship. In grammar lessons, children learn the secrets of correct speech, teaching students to choose words in accordance with the purpose of speech, revealing the meanings of words. The faster the student can select words in accordance with the purpose of speech, the more active he will be in speech activity. Sequential study of school grammar leads to the development of speech skills that allow students to actively participate in the speech process. What is speech ability? One of the problems studied by modern psychology is the question of personal abilities. According to personality psychology, abilities are a collection or synthesis of individual traits that can meet the requirements of human activity. Speech ability is a manifestation of human ability. The most pressing problem in the field of teaching a native language is learning the skills necessary for successful mastering of the language and creating a learning system that directly affects the development of these skills.

The use of a word in speech is characterized by two different factors; selection of words according to the purpose of speech, grammatically harmonizing the selected words. Thus, the choice of words in accordance with the purpose of speech, the correct pronunciation of words and phrases, and correct listening are the components of psycholinguistic abilities.

In literature, when teaching a language, two things are taken into account: theoretical knowledge, skills acquired in connection with theoretical knowledge. But the third thing that a child needs to develop at school - speech abilities, which begin to form from a young age in the process of communicating with people - is overlooked.

In modern primary teaching of the native language, many methods of acquiring knowledge, skills, and abilities to acquire parts of speech are used. Especially common is visual specificity (tables, diagrams), which is considered a generally accepted panacea and acts in the process of mastering morphology.

Yes, this method is scientifically sound and effective in the assimilation of independent and service parts of speech. But, the student, all the same, they look at this clarity - as a scientific educational necessity and treat it like a textbook. Fortunately, play comes to the aid of the teacher (especially in elementary school). The use of play methods in primary school is leading. The method of modeling syntactic concepts is mainly based on the game method in order to effectively master the educational process. Considering all this, the teacher, with the help of sign systems, can shape the work of students to actualize or reflect on knowledge in the section "morphology". As is already known, starting from the first grade, words are modeled, which should consist of vowels and consonants, children are accustomed to modeling. Cards with red vowels and blue consonants are introduced, students can compose a word based on the color of the card. When modeling syntactic concepts, the teacher provides cards with the parts of speech necessary for composing a sentence. For example: 1 card Pronoun, 2 card a verb, 3 card a noun, 4 card an adjective, 5 card a noun (I saw a beautiful rainbow in the field). The task of the students, based on these iconic cards, is to compose several sentences that will correspond to the semantics (the text tells us about something) of the judgments in this sentence and, of course, pragmatics (it was created for something) according to the laws of syntactics (somehow organized) ... Currently, any form of play in organizing the process of teaching a native language can be said to fully cover the interest of a modern student. The lesson of the native language turns into an interactive process, since the students, competing with each other for the right to quickly compose sentences with the provided cards, will eagerly learn parts of speech, while enriching their vocabulary in order to keep up with their classmates, but rather to be ahead of them in compiling proposals.

III.   Conclusion

One of the main tasks of teaching the native language at school is the formation of students' knowledge, skills, and abilities in mastering their native language. Today, the main role in mastering students' reading, writing, speaking and listening skills is the use of advanced pedagogical and information technologies in education. The use of modeling in the process of education in primary school plays a leading, and in the near future, constituent role in this.

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