

Primary Methods to Increase Student Vocabulary in Primary School Mother Tongue Lessons

Shabatova Rabiga Janasbay-kizi

A student of the direction primary education at Nukus State Pedagogical Institute

Annotation: This article discusses the system of learning language material, issues, methods and directions of vocabulary acquisition in elementary school native language classes. Also, in the process of preparing students to understand the features of word formation, in the process of learning word groups, the teacher teaches students the basics of word formation, the use of word formation supplements from one word group to another or the same word group. It is said to explain that it is possible to make oneself.

Keywords: elementary class, language material, native language, stem, cognate word, word-forming suffix, form-forming suffix, vocabulary, word-formation, morpheme.

The knowledge that students acquire in elementary school is very important. Because, the knowledge they acquired during this period will serve as the foundation for the future. Also, one of the things they need to learn is to increase their students' vocabulary. It is important to teach word structure and construction in elementary school mother tongue lessons to increase vocabulary. The morpheme structure of a word according to the elementary school native language program.

It is studied in the III class. In grade IV, it is planned to improve the knowledge of word structure in connection with the study of word groups. First of all, it is necessary to determine the system of language learning.

A system for the study of language material is a goal-oriented process that ensures the acquisition of a set of knowledge in a clear, scientifically based sequence and interrelationship, as well as the formation of practical skills on this basis. When applied to the morphemic structure of a word, the system acquires knowledge of word formation and grammar:

- 1) by studying the morphemic structure of the word in the system of studying the program material;
- 2) consistently working on the concepts of "core", "cognate word", "word-forming adverb", "form-forming adverb";
- 3) the interaction of the morphemic structure of the word and word formation;
- 4) work on the formation of the skills of correct spelling of morphemes.¹

In Grade I, observation is inextricably linked to the content of the material being studied and the explanation of the meaning and spelling of individual words. Who is in class I ?, what? In the process of learning the words that answer the question, the teacher and students are asked, "Why is this or that thing called that?" Finding answers to the question together is a very convenient and interesting way to prepare them to understand the relationship between words of the same origin. To find the answer to this question, students ask, "Why are words related?", "How did one word form into another?" be prepared to answer questions.

SECOND STAGE

Introduce the properties of the same root words and the meaning of all morphemes. The main educational task of this stage is to introduce the stems, word-forming and form-forming affixes as meaningful parts of words, to form the concept of "cognate words", to form the same stem is to observe the same spelling of the core in them.

In the process of learning word groups, the teacher explains to the students the basics of word formation, whether word formation can be used to create another word group or another word group itself. For example, a noun is more than another noun (worker, fisherman; classmate, confidant; gardener, cook, reader, jeweler), but also from a verb (sieve, shovel, win, sickle, bed, harvest, knowledge)); quality is more than a noun (watery, waterless; summer, winter, laborious, busy, unemployed), as well as a verb (boastful, sharp, sensitive); verbs are made up of a noun (work, flower, speak), an adjective (whitewash, well, flow, black).

To prepare students to understand the features of word formation, the teacher gives them a task to determine from which word and which morpheme a particular new word is formed. For example, the teacher says the name of the boundary and asks you to choose a cognate horse that represents the person guarding the boundary (boundary). The task can be given in a different way: the teacher gives the word and the word-builder gives the morpheme. The student's task is to make a new word correctly and explain its lexical meaning. For example, to create a new word from the word fish with the suffix -shi (fish), to explain its lexical meaning, to say which word group it is. In both assignments, students analyze the word morphemically. In doing so, the teacher draws the students' attention to which morpheme the word is made of, which word group it is made of, what it means, and which word group it is. Such exercises are based on the correlation of the lexical meaning of the words present in the language with the morphemic structure and the method of word formation that is characteristic of a group of words.

Examples of exercises:

1. Lexical-word analysis of a text with similar words. For example, the following text is dictated:

There is a flower garden in our yard. All kinds of flowers are planted in the flower garden. My brother Gulshi takes care of them. The flowers grow like a shaman.

Under the guidance of the teacher, it is determined what morphemes are formed from one cognate word to another, which word group it belongs to, and what it means.

Replacing a word with a broad lexical meaning with a cognate word.

Homework. Find a word that is related to the highlighted word. Explain which word group it belongs to and analyze it according to the word structure.

- ✓ A lot of apple trees.
- ✓ A cotton grower.
- ✓ The man who creates the garden and takes care of it.
- ✓ Someone who works with a tractor.
- ✓ A flower pot.

With the help of the teacher, students find out from which word and which suffix the word is made.

In summary, teaching the morpheme structure and word formation of words in elementary grades ensures that students have a conscious attitude toward each word, forming initial understanding of word structure and its formation. As a result of the teacher's grammar knowledge, the students develop skills and vocabulary through exercises.

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