

METHODOLOGY OF WORKING ON NUMEROUS WORD SERIES IN PRIVATE CLASS STUDENTS

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Abstract

In this article, creative ideas of methods for working on number vocabulary among primary school students are expressed. This article is relevant in that it consists of practical application guidelines as well as giving theoretical methods about the theoretically used methods. Methods are developed within 4 classes.

Keywords: number, lexical meaning, method, “charkhpalak”, spelling, program, linguistic basis, consistency, elementary theory, genetics, explanatory dictionary, spelling, pronunciation.

A method is considered a way of knowing or research, and it is a set of guidelines for acquiring, mastering, learning a certain reality. In many cases, it arises as a means of practical activity. It helps to spend very little effort to do something. It is the most effective tool for imparting knowledge, skills and abilities. Dynamic images are an important factor in the development of education, and they serve to provide students with quick and convenient knowledge. The educational experience of countries in the developing world shows that there are many types of methods, but not all of them give effective results. One of the main conditions that should be paid attention to in the application is that the methods are suitable for the opportunity, age and physiology of the students, and the essence of the subject being taught. The topic that we want to cover based on scientific experience and knowledge is related to this. As elementary school students learn each word group based on the program, all the knowledge taught requires a certain period and defined stages. Number vocabulary is not taught as deeply as other independent vocabulary. Knowledge specific to the age and mastery abilities of primary school students is given. The stages of learning a number of words are organized as follows:

According to the requirements of the educational program, although its teaching is organized from the first grade, the process of assimilation of information about it is somewhat complicated, and it is divided into four stages in terms of methodological principles. In the first of these stages, only the practical learning process is organized and number is studied practically based on elementary theoretical concepts in primary education. After all, at this stage, the number is worked on without deepening the theoretical information. This important hands-on activity covers first grade literacy and the second half of first grade. At the above-mentioned stage, a solid foundation is prepared for information and knowledge that deepens depending on the stages of studying number [1]. Educational experiences based on scientific data show that during the period of literacy education, the oral method is the main guide, and students often ask oral questions about conversations, pictures, and objects related to everyday activities. -are attracted to the answers. As an example, we can get “queue information” that the teacher touches on the organizational part of the lesson. In this process, we can see when we organize oral question and answer with questions such as “What day is it today?”, “How many people are participating in the lesson?” Or the use of “How many people are in your family?” and “How many children are you in the family” in the topic “My family” while integrating the topics given in the mother tongue and literacy textbooks provides a solid foundation for accepting the concepts of number. At the same time, when studying sounds and words formed on the basis of sounds in alphabet classes, students are interested in

controversial questions such as “How many sounds are there in this word?”, “Tell me the number of vowel sounds” [2].

The second of the four stages highlighted on the basis of the above information corresponds to the second grade, and during the practical activity at this stage, the following two tasks are performed:

The information included in the first elementary theory specific to the number word group is presented. That is, how many words are there? How many? The answer to such questions is the enumeration of all persons and things in existence; how much when there is an answer to a question, it is said to indicate the order of all persons and things;

On the basis of questioning the words of the number of words, the ability to clearly state the meaning of them and using this information to express the thought formed in the mind is formed.

The given knowledge, skills and simple skills will be solidified by performing exercises using the practical method. The exercises presented to the student for the first time look a bit simple, based on the ready-made materials, they are aimed at identifying words in a number of words and interpreting these words. Material options require creative thinking and some research. Exercises to be performed by the student must meet the following requirements:

Based on consistency in a certain order;

It is required to be organized in a systematic form, on the basis of dependence.

That is, ask a question about the highlighted word, explain what it means (if this is the first question), then use the questions to identify the words that mean count or order. Get, determine the words that express the meaning of count with the help of questions and make one sentence with the participation of the word of this number group of words, how many numbers mean the meaning of order? Find out with the help of questions. Then, the use of such words as “find the omitted word” with a word of the number word group in the omitted form will have a positive effect on the acquisition of information about this word group. In order to expand the scope of imaginative thinking and imagination of elementary school students, the use of methods such as creating a connected text based on a picture and using words related to the number of words in it (counting and counting) will give a positive result. We cry

Through the exercises offered to primary school students, not only they develop theoretical and practical skills, but also the orthoepic and orthographic (pronunciation and spelling rules) rules of words in the numerical vocabulary, including the explanatory dictionary. Work is also carried out on the The above information shows that the exercises are based on the principle of genetic (complexity process from simple to complex level).

The next third stage of learning the number vocabulary covers elementary grades and the third grade. As we mentioned on the basis of the principle of deepening from simple information to complex information, during this period the students’ vocabulary, vocabulary of number words, and speech is enriched with new words of number words. Goes In the process of teaching this vocabulary, activities such as observation, identification, grouping, and generalization are the main services, and they are important in bringing the students’ knowledge on this subject to a sufficient level. That is, it will be in the following form:

A text is provided;

Then it is said to identify the words related to the number of words in the presented text;

The found words related to the number word group are divided into two groups (count and order as) are separated;

After finding the total number, a conclusion is drawn.

Generalization (in the second stage), grouping (in the third stage), summarization (in the fourth stage) of the above exercise processes are shown. For example, seven students came to the library today. Four of them were elementary school students, two were ninth grade students, and the last seventh grader was an

unknown student. The text contains words related to four numerical word groups, which are identified based on generalization. Then it is divided into groups by means of grouping questions, one order is number; there are two counts. Then it ends with a short summary, the text generally contains four number word groups, one of which belongs to the ordinal and three to the count number groups. Along with this, the lexical meanings and grammatical features of the number are also noted. They are as follows:

The first is related to words that mean a person or thing;

The second is that numbers with the meaning of order contain suffixes -th, -th, and numbers with the suffix -ta have calculation properties belonging to the group of odd numbers [3]. It indicates the number and order of persons and things, in the sentence, the noun is connected to the word in the word group, in the sentence it performs the function of the secondary clause. During this period, more attention is paid to the ability of primary school students to use them appropriately in written and oral speech, and in the context of small stories and texts. It is worth noting that together with this information, students are given simple information about the phenomenon of homonymy in linguistics, that is, the number word group and words from other word groups. In order to create basic skills, knowledge is given about the formative relationship between three (the verb means the meaning of the action)-three (how many word groups); face to face; It means an event that happened in words like forty-forty.

The last stage of teaching the number of words covers the period of the fourth grade, as the fourth stage is understood. In this period, the main issue that is focused on is the use of words in the number group based on orthographic rules, i.e. spelling. In this process, the spelling of each part of the numbers (each part of the composite number, simple numbers, Roman numerals) is worked on. In parallel with this process, the phonetic changes that occur in the structure of numbers are also taught.

After adding the suffix, it occurs in the word structure of the word group giving (for example, when adding the plural formative suffix -ov to the composition of two numbers, the vowel I is omitted in the composition of the number, and the word two is written in the form of two) changes, including numbers consisting of double consonants (eight, (such as two, seven, nine) is given more importance. Numerical words used together with numbers (this term itself is not known to the reader) mean spelling rules related to writing (such as double consonants in the words gram, kilogram). One of the four stages of learning the above-mentioned number vocabulary is consolidated in the fourth stage, the third stage covering the fourth grade. We think that organizing this process through the interactive method "Explain to a friend" by finding the missing numbers and filling in the text will give an effective result. "Explain to a friend" method not only allows students to gain high knowledge without much effort, but also has an effective effect on the psyche and attention of a young child. It provides an opportunity to quickly apply in problematic and random situations without requiring a perfect plan based on advance preparation and creative ideas from the teacher. In this case, the learner writes a word related to a number of words on a piece of paper. One student is selected from among the sitting students and placed on the blackboard. He will be unaware of the written number. After seeing the number, those who are sitting will have to explain this number by describing it. It is desirable for elementary school students to learn the number vocabulary in connection with the noun vocabulary. Based on the requirements of the educational program, each of the primary school students should acquire the following knowledge and information:

What kind of questions does the number phrase take;

Number meanings;

Connecting the number word group to the noun word group;

What is its role in the sentence;

Writing based on spelling rules;

It is required that they know such things as being able to distinguish a number of words from similar words belonging to another word group [4].

CONCLUSION

In short, methods help us in any situation to improve the quality of education and provide quality education to students. Through it, we can achieve high results without spending much effort. One of them is the topic of number and sentence structure, which is a little difficult to teach students. This activity is a high ground for not only knowledge, but also creative thinking of the future growing young generation prepares.

List of used literature:

1. Tashkent-2021 national curriculum for mother tongue
2. Uz.m.wikipedia.org website
3. Karima Kasimova “methodology of mother tongue teaching”. Tashkent-2007
4. National program.