

THEORETICAL BASIS OF VERB WORD CLASSIFICATION IN PRIMARY GRADES

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Abstract: *This article analyzes the teaching, theory and important aspects of the verb subject in native language classes in grades 1-4, mainly the issues of which aspects of the verb are paid attention to in these classes, and the effectiveness of the development of students' oral and written speech in native language classes, as well as the level of knowledge, skills and qualifications that students can acquire at the end of studying the verb subject.*

Keywords: *word class, verb, noun, adjective, participle, infinitive, participle, possessive, case, school, student, teacher.*

Reforms to bring the education system in our country to a new qualitative stage create the necessary conditions for students to master the basics of science, starting from primary education, to form spiritual and moral qualities based on basic national and universal values, labor skills, creative thinking and a conscious attitude to the environment, and create the need to improve the activities to develop students' written and oral speech in the subject of their native language in primary grades.

The concept of development of the public education system until 2030 sets out such important tasks as “improving teaching methods, gradually introducing the principles of individualization into the educational process, and forming a healthy, strong and effective motivation for learning in students from an early age.” Special attention is being paid to the development of the native language and reading literacy in students based on a radical reform of the general secondary education sector and international assessment programs. Today, special attention is being paid to the quality and effectiveness of teaching the native language and reading literacy in primary grades. Special attention is being paid to targeted research on the development of oral and written speech of students, taking into account the age characteristics of students. The organization of a system for developing students' oral and written speech in the subjects of the mother tongue and reading literacy in primary grades allows achieving positive results in the educational process. Therefore, today, the development of students' oral and written speech in the subjects of the mother tongue and reading literacy in primary grades is a priority.

The issue of developing students' speech in the process of mother tongue education classes was studied in the 1930s-1950s by A. Sa'diy and S. Dolimov; and later in the 1960s by scientists such as Candidate of Pedagogical Sciences Y.

Abdullaev, Doctor of Pedagogical Sciences Q. Abdullaeva, Professor K. Kasimova, B. Turdiev, A. Gulomov, M. Askarova, S. Matchonov, Sh. Yusupova, T. Ziyodova.[2] A. Sa'diy noted the importance of oral and written descriptions of heroes in teaching literature, S. Dolimov noted the importance of written statements and students' speech richness in organizing literary creative works. Q. Abdullaeva's methodological manual "Developing Speech in the 1st Grade" describes methods for teaching students correct pronunciation, independently organizing logical exercises during literacy training, and using didactic materials and demonstrations.[5]

The vocabulary of the language creates great opportunities for the development of the student's speech and communication with others. The native language as a subject of study should not only help to master theoretical knowledge, but also form the skills of practical application of language units necessary for a person throughout his life. In the formation of linguistic competencies in the mastery of knowledge about the verb phrase in primary school students, we will first of all dwell on linguistic competencies. Therefore, we will give a definition of linguistic competence.

Linguistic competence involves knowledge of language levels (phonetics, lexicon, grammar) and mastery of language means of expression (reading techniques, understanding the thoughts of others and the content of the text, expressing thoughts in writing). Recently, special importance has been attached to the formation of linguistic competence, since it is rightly considered a guarantee of the successful formation of a socially active person. In the formation of linguistic competence, the organization of complex work with the text is of particular importance.[1]

Linguistic competence is the system of linguistic knowledge possessed by speakers of a language. It is distinct from linguistic performance, which is the way in which a language system is used in communication. Noam Chomsky introduced the concept in his generative grammar, where it is widely used and is the only level of language at which competence has been studied. According to Chomsky, competence is an ideal language system that allows speakers to produce and understand an infinite number of sentences in their language, as well as to distinguish grammatical from ungrammatical sentences. It is not affected by "grammatically irrelevant terms" such as speech errors. According to Chomsky, competence can be learned independently of the use of language that is included in the concept of "working", for example, through introspection and grammatical reflections of native speakers. Many other linguists - functionalists, cognitive linguists, psycholinguists, sociolinguists, and others - have rejected this distinction, criticizing it as a concept that trivializes empirical work and ignores many important aspects of language use.

It is also emphasized that this distinction is often used within the framework of generativist theory to exclude real data that are, in the words of William Labov, "inconvenient to work with". Linguistic competence has been given several definitions

by different researchers at different times. A. L. Berdichevsky proposed the formation of linguistic and cultural-communicative competencies.

The main components of the development of communicative competence are linguistic and cultural competencies. Sociolinguistic competence - allows the speaker to choose the necessary linguistic form and means of expression based on a particular speech situation, communicative goal and desire. Linguistic competence - this term is sometimes used as a synonym for linguistic competence, but it is broader in its meaning. It implies a deeper understanding of oral and written speech - its laws, rules, structure. Linguistic competence ensures the cognitive culture of the student, the development of students' logical thinking, memory, imagination, and the acquisition of self-awareness and self-esteem skills.[8]

Pragmatic competence - refers to the ability to get out of difficult situations by asking for clarification, apologizing, etc. when misunderstandings arise in a communicative situation, and to appropriately use the practical possibilities of the acquired knowledge.

Competence is the ability to apply knowledge, skills, and competencies in everyday life. Consistency in learning the verb. Working on the verb in the 1st grade. Preparation for working on the verb begins during the period of literacy training. During this period, students' attention is focused on the lexical meaning of the verb; the lexical meaning considered typical for the verb is focused on; specific material is collected that allows generalizing the lexical-grammatical meaning considered typical for the verb, that is, the expression of the action of the subject.

Verb exercises are combined with reading the words and exercises in the "Alphabet" and making sentences based on the pictures. In this case, the teacher creates an environment that helps students find the verb that matches the content when making sentences, determine what the word means, and what question it answers. For example, children observe fruits and vegetables and trees in autumn or look at the pictures and fill in the sentences with words that match the content: What do fruits do in autumn?... (ripen), what do vegetables do?... (ripen), what do tree leaves do?... (turn yellow). What are the children doing?... (resting), ... (playing), ... (working).[4]

The goal-oriented work in learning verbs begins with studying the topic of words that express action (grade 1, 2nd half of the school year). Using examples that correspond to the lexical meaning of the verb and its grammatical meaning (expressing action), such as (what is it doing?) running, sawing, jumping, (what did it do?) running, sawing, jumping, (what does it do?) running, sawing, jumping, etc., students are asked to describe the actions they have performed, and their answers (verbs) are written on the board with questions, and a conversation is held. It is also important to teach students to choose verbs that express state by asking questions,

such as sleeping, playing, and being proud. Such exercises help students develop the ability to understand the action of the subject in a broad sense.[6]

Studying verbs in grades 2-3. The main task of this stage is to form the concept of "Verb - word class", to develop the ability to distinguish between participial and intransitive verbs according to their meaning and form, and to teach the pronunciation and spelling of the intransitive suffix (-ma). In order to form a clear idea in students about the action of the verb, the teacher asks them to describe the work process in this lesson, that is, to tell the students about the action they are performing, and conducts a conversation. In the conversation, the teacher asks the students to answer the questions "What did the teacher say? What did the students do?" What is the teacher doing now? Are the students being praised? What will the students do now? What will the teacher do?" questions are also used. During the conversation, students, under the guidance of the teacher, write down verbs with questions. For example, what did he do? - spoke, explained; what did they do? - listened, wrote; what is he doing? - explaining, asking, listening; what are they doing? - answering, writing, listening; what is he doing? - checking, seeing; what are they doing? - working, performing, writing. Based on the analysis of one of the sentences in the conversation or said by the students in terms of parts of speech, a conclusion is drawn: words that answer questions such as what did he do? what is he doing? what does he do? and express the action of the subject are called verbs.

The verb acts as a participle in a sentence. In order to develop skills in students on the topic, exercises such as asking questions to identify the verb, choosing the verb that suits the content of the sentence, using mixed words, and constructing sentences based on pictures are used.[7] According to the program, participial and intransitive verbs are studied in the 3rd grade. The topic is explained based on a conversation. Questions such as "Who read in the reading lesson? Did Shokir read too? Who spoke? Did Alisher speak? Did Barnakutubhonagaborad? What about Abdullah? When is he going to go? Who is explaining now? Is Tahir speaking now?" are also used for the conversation. Students find verbs by asking questions, compare their meanings, and explain them under the guidance of the teacher.

Verb study in grade 4. The tasks of verb study in this grade are as follows:

1. To provide an understanding of the inflection of the verb with personal and numerical suffixes, its change with a tense suffix and to develop initial skills; to deepen knowledge about the lexical meanings of the verb, its participle and indivisible, its function in a sentence.

2. To develop the ability to use the verb consciously in speech. For this purpose, to use exercises aimed at familiarizing students with verbs with similar and opposite meanings in speech in relation to the text, with verbs used in a direct and indirect sense.

3. To develop skills in the pronunciation and writing of tense suffixes.

4. To provide an understanding of compound verbs and their separate writing and to develop initial skills.

The essence of the verb tense is revealed by comparing when the action is performed, that is, when the action is performed at the time of speech, before and after it. Students observe the actions they have performed or are performing, and also discuss what they will do next. A similar observation is made regarding the changes taking place in nature. This topic is studied in spring. Therefore, students, based on observation, say, Spring has come. Apricots and cherries have blossomed. Flowers are opening. Now cherries are ripening.

After spring, summer comes. In summer, children make sentences like “I want to go to the park.” By asking questions to the verbs in the sentence, the time of the action is determined, that is, whether the action is being performed (what is it doing? — reading, opening), whether it was performed before (what did it do? — reading, coming, blooming), and whether it will be performed after (what is it doing? — going to memorize, going to go).

This lexical material, collected on the basis of precise observation, is summarized under the guidance of the teacher and a conclusion is drawn:

1. Verbs change with time. The verb indicates three tenses: present, past, future.
2. Present tense verbs answer the question What is doing? They indicate an action that is being performed right now, that is, at the time of speech.
3. Past tense verbs answer the question What did? They indicate an action that was performed before, that is, before the time of speech.
4. Future tense verbs answer the question What is going to do? They indicate an action that is performed after, that is, after the time of speech.

Elementary school students learn the tenses of a verb from the question asked to them. The lexical meaning of the question is also known from the question. In order to form and learn the tense form of a verb, it is important to teach students to use questions correctly. To achieve this goal, it is first worked on collectively, and the students' attention is focused on determining the connection between the interrogative and the verb tense.

To form the tense form, the first person singular form of the verb is taken as the basis (the main form of the verb is not studied in elementary grades). The verb tense is formed by asking a question to the verb. The exercise of forming three tenses from one verb and comparing them helps to understand the essence of the verb's tense category. Therefore, in the process of studying the topic "Verb", the exercise of changing the verb with a tense suffix is regularly carried out.

Texts are used to teach students to use verb tenses consciously. They are asked to identify verb tenses and justify the use of a particular verb form, as well as to change verb tenses and to compose a story using verbs in a particular tense. [7]

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