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## IN THE SCHOOL FOR CHILDREN WITH HEARING DEFECTS METHODS OF TEACHING GRAMMAR IN MOTHER LANGUAGE CLASSES

**Annotation:** This article discusses the formation of grammatical concepts in the mother tongue classes of students with hearing problems.

**Key words:** "Pure oral method", reading method, synthetic method, vocabulary, A.F. Pongilskaya, vocabulary, teaching methodology, mastering the content of what is read, vocabulary, fact, event, images, event connection.

Grammatical concepts, like other concepts, summarize important features of events. The characteristic feature of language phenomena, that is, the content aspect of the concept, gives rise to the characteristic feature of the grammatical concept. Linguistic phenomena, linguistic categories differ in that they are very abstract compared to other phenomena. In the formation of biological concepts, specific phenomena and objects whose signs can be observed, systematized and summarized are taken as the basis. Grammatical concepts are the result of identifying and summarizing specific important features of a word, phrase, sentence, morpheme, lexeme, phoneme, and system. In other words, the raw material that forms the basis of grammatical concepts created by humans is abstract enough. So, grammatical concepts are generalizations of generalizations.

Due to these features of grammatical understanding, understanding is formed in students with great difficulty. In order to learn a grammatical concept, abstract thinking must be developed to a certain extent. Abstract thinking arises in the educational process and requires special exercises. These exercises should be aimed at forming specific mental skills and linguistic imagination and a set of knowledge. As a result of the investigations of many psychological scientists, it was determined that the process of forming a concept is also the process of learning the processes of analysis, synthesis, comparison, generalization, clarification of thinking. The result of students' understanding depends on the extent to which their abstracting activity has grown.

Students who have difficulty abstracting cannot compare words and group them according to their important grammatical features, have difficulty forming concepts, and make mistakes. For example, when learning verbs, students learn that verbs express the action of an object. The lexical meaning corresponds to the grammatical meaning of verbs such as walk, read, and take. Many verbs do not have this conjugation. In grammar, the subject movement is understood along with the movement, the state of the subject, its relation to other subjects, the change of the subject sign: sleep, think, love, grow, bruise, etc. Understanding the movement of an object in such a broad sense, generalized, makes it difficult for students who have just started to learn the language, they clearly imagine the movement more in the sense of walking, moving. Therefore, at the initial stage of learning the verb, they do not consider words such as to lie down, to get sick, to stand up, to blush, as indicating the action of the object. Such a phenomenon can also be found in the study of horses. Some students do not include words such as peace, heroism, step in the noun category. To develop students' ability to abstract in order to form a concept, to focus their attention from the exact lexical meaning of a word to its grammatical meaning, and to combine them into one group, taking into account the general, grammatical signs of the words in this group. required. Like kirn9 or what? all the words that are the answer to the question are combined into the "horse" category; denoting the subject, number (singular and plural), change with possessive suffixes, classification with agreements are common grammatical

signs for these words. A number of methodological requirements are followed during the teaching process to prevent mistakes in the formation of the concept.

Acquiring grammatical concepts is a long and complex process for young learners. In the organization of tasks related to mastering the concept in primary classes, the teacher should consider the linguistic essence of the studied concept, the psychological and didactic features of the process of knowledge acquisition, the interdependence of students' speech and mental growth, grammatical based on the place of knowledge in speech.

Grammatical concepts summarize important features of language phenomena. A specific language material is analyzed in order to distinguish the important signs to be learned in the process of mastering the concept. For example, the following two important signs are characteristic of a modifying adverb:

- 1) modifying suffix - the part of the word that changes;
- 2) the modifier performs an additional syntactic function, that is, it serves to connect words in a sentence.

In the work related to the mastery of the concept, the teacher determines the important signs of a certain concept, according to the requirements of the program, he determines the lexical materials, methodical methods and tools that will give good results when using the students of this class.

In the process of analyzing the language material, the important signs of the studied concept are distinguished (the first stage of working on the concept), then the connection between the signs is found, their interaction is determined as a feature of one concept, and a term is given (the concept the second stage of work on). In order for students to understand the essence of the learned concept and apply the knowledge to speech practice, they work on clearly expressing the definition of the concept (the third stage of working on the concept); in the fourth stage, it is practiced to learn the studied category; in order to solve a practical task (to clearly express an idea, to write a word and a sentence correctly), students are encouraged to build on the concept.

Thus, the process of formation of language concepts is conditionally divided into four stages:

The first stage is the analysis of the language material in order to distinguish the important features of the concept. At this stage, abstraction is carried out based on the lexical meaning of certain words and sentences, and the general calculation for this language phenomenon and language category is separated. Students will learn the mental process of analyzing and abstracting.

The second stage is to generalize the signs of the concept, to determine the connection between them (to determine the internal connection of concepts). to give the term. Students will learn how to compare and contrast.

The third stage is to understand the expression of the definition of the concept, to determine the essence of the symbols and the connection between them.

The fourth stage is clarifying the concept being studied on the basis of new language material, working out exercises to apply knowledge to experience, determining the connection of the concept being studied with previously acquired concepts.

Form the grammatical concept of the indicated stages

Let's look at the example of the feeding process:

Working on the concept begins with the analysis of the language material and the identification of important features of the concept. Many studies have shown that students' analytical performance increases if they create or select primary language material by themselves under the guidance of a teacher. For example, students make sentences based on observing their actions. In the lesson, a comfortable speech situation is created that encourages students to use verbs and write carefully. It is also possible to make sentences about the excursion, the recently seen film, a part of the slide film shown in this lesson, the read story, picture material. When composing a sentence, it is important to

create a situation that allows you to find the right word (verb) that clearly expresses the idea. For example, before studying the topic, students observe the changes that occur in nature in spring.

Teacher: - What changes happen in nature in the spring?

Students: — The days are getting warmer.

- The grass turns blue.

— Trees sprout.

- Almond blossoms.

- Peaches and apricots bloom first.

- Apple blossoms later.

Pupils write down a few sentences suggested by the teacher.

Teacher: — What words did you use to express the movement of things? Draw two straight lines under them (Students do the task).

- Ask questions and compare the words expressing the action (Students ask what did? what is he doing? what does he do?).

- Now read what the textbook says about the verb.

- What are the words that indicate the movement of a person and thing, and what questions are they answered?

- Almond blossomed. Analyze the sentences "The apple blossoms" according to the parts of the sentence (Students draw one straight line under the possessive and two straight lines under the participle).

- What is the function of the verbs Gulladi, Gulladii in the sentence? (Cut.)

- What did you learn about verbs? Say (summarize) using the plan:

1. What is a verb? (word)

2. What does it mean? (The movement of person and thing)

3. What questions will be answered? (What did he do?, what is he doing?, what does he do?)

4. Which sentence comes as a part of the sentence? (cut)

- Which of the rules of the plan are answered in the book? Read the plan and answer it.

Students work through the book and additional exercises.

- What other word groups do you know besides verbs? (Noun, adjective, number, personal pronoun)

— Compare the words: flower, flowery, blossomed. How do word groups (noun, adjective, verb) differ from each other? (Students answer using the plan).

Pupils make several sentences independently, write some of them and underline the verbs.

In this fragment of the lesson, the above four stages of the process of introduction to the concept are reflected in a short form. However, in this lesson, the students were only introduced to the concept, and in order to master it, it is necessary to complete the system of exercises in all the lessons dedicated to studying the topic in the program. In the process of studying the subject, the concept of "verb" deepens and expands, students learn new signs of verbs (participle and participle in verbs, their conjugation with person-number suffixes, verb Students learn to change verbs with person-number, tense, and infinitives and to use verb forms correctly in speech.

In the process of forming a concept, the lexical meaning of a word, its meaning when it comes together with other words in a sentence is gradually determined and clarified, the methodical correct use of the word in oral and written speech. nikmisi will go. For this purpose, students will be introduced to the polysemy of the word, its literal and figurative use, synonyms and antonyms.

It is important to develop students' abstraction and synthesis of common grammatical signs characteristic of words in the formation of grammatical concepts for the purpose of wide application of the learned grammatical signs and direct use of them for the purpose of communication in live speech, as well as they it is important to achieve deep knowledge of the lexical meaning of the word. These

reflect the essence of students' speech development, that is, students move from a narrow understanding of the lexical meaning of a word to a deeper understanding of the practical use of words in speech, and the lexical and grammatical meanings of a word overlap. they begin to understand that it affects, as a result, the basis for the conscious use of words in speech is created.

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