

METHODOLOGY OF TEACHING WORD MORPHEMIC STRUCTURE IN PRIMARY SCHOOL

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Abstract. This article examines the methodology of teaching the morphemic structure of words in primary school, along with practical methodological recommendations for its effective implementation. It is emphasized that the morphemic composition of words should be presented to young learners in a simplified form. The paper offers recommendations on stimulating reading interest among primary-school pupils through competitions and group games.

Keywords: primary education, morpheme, morphemic structure of a word, affix, word analysis, lexical meaning, grammatical morpheme, word formation, exercises and tests, interactive methods, methodological recommendations.

The native language is the language of every nation, people and nationality. The vocabulary of the native language consists of words and concepts that reflect the life, culture and traditions of the people who speak it. The development of the native language is organically linked to the social progress of each nation and people.

Working on the morphemic structure of words enables pupils to master the basic techniques of determining the lexical meaning of a word. In this process, children come to understand the interconnection between the lexical meaning of a word and its morphemic composition. Comprehension of word morphemes, as well as knowledge of the semantic meaning of affixes, has a positive influence on the precise formation of pupils' speech. The teacher's task is not only to ensure that pupils understand the lexical meaning of words but also to develop their conscious use of words containing specific affixes in texts. Teaching the morphemic structure of words is also of great importance in the formation of orthographic skills. The morphological principle is the leading principle of Uzbek orthography: words and their structural components (root and affixes) are written in accordance with their original form. The skill of writing roots and affixes correctly, based on theoretical knowledge, requires the purposeful application of phonetic, word-formation and grammatical knowledge.

Studying the morphemic structure of words is also significant for the development of pupils' intellectual abilities, particularly for forming special mental skills necessary for the comprehensive understanding of the word as a unit of language. One of the teacher's main tasks is to create interactive methods in the educational process that not only facilitate the acquisition of knowledge but also enhance pupils' intellectual activity.

In accordance with the primary-school mother-tongue curriculum, the morphemic structure of words is introduced in Grade 2, while in Grade 3 the relevant knowledge is further consolidated and expanded in connection with parts of speech.

A morpheme (from Greek *morphe* – "form") is the smallest meaningful unit of language that possesses its own form and meaning, cannot be divided into smaller meaningful parts, and serves either to form new words (lexemes) or to create grammatical forms of words. In Uzbek, morphemes predominantly appear in the form of affixes. Examples: -chi (kurashchi), -q (taruq), -roq (kattaroq), -lar (bolalar), -tir (qoramtir), -shunos (siyosatshunos), -li (aqlli), -chan (ishchan), -la (tuzla), -ila (taqilla).

Dividing a word into morphemes for the purpose of determining its lexical meaning has a solid theoretical foundation in linguistics.

A morpheme is the smallest indivisible meaningful part of a word. Morphemes are classified into two main types:

Root (base) morpheme – an obligatory component of a word that carries the lexical meaning. Examples: bola, taroq, maktab, katta, etc.

Affixal morpheme – does not possess independent lexical meaning but serves to form the lexical or grammatical shape of a word. Example: in gullarni, gul is the root morpheme, while -lar and -ni are affixal morphemes.

Affixes are subdivided into two categories:

Derivational (word-forming) affixes – create new words by modifying or specifying lexical meaning. Examples: -bon (bog‘bon), -zor (gulzor), -chi (ishchi), -kor (paxtakor), -dosh (sinfdosh), -li (suvli), -don (guldon), etc.

Inflectional (form-building) affixes – express grammatical meanings and form grammatical forms of words. Example: in kitoblarimizni, -lar denotes plurality, -imiz denotes first-person plural possession, and -ni denotes the accusative case.

The combination of morphemes influences one another; moreover, many roots and derivational affixes have multiple meanings. Nevertheless, the lexical meaning of numerous words cannot be easily determined solely from their morphemic composition; in such cases, morphemic analysis remains essential.

As pupils study word structure and word-formation processes, they begin to consciously apply the skill of dividing words into morphemes. They learn the lexical meaning of derived words by relying on semantic similarity with the base word.

In conclusion, to prepare pupils to understand the characteristics of word formation, the teacher should assign tasks aimed at identifying from which word and by means of which morpheme a new word has been formed. For example, the teacher provides a base word and a derivational affix; the pupil’s task is to form the new word correctly and explain its lexical meaning. Example: from baliq + -chi → baliqchi; the pupil explains the meaning, identifies the part of speech, etc. In such exercises, pupils perform morphemic analysis. The teacher draws attention to the morpheme used, the part of speech of the base word, the meaning expressed, and the part-of-speech category of the newly formed word. These activities are grounded in the interconnection between the lexical meaning of existing words and their morphemic structure, as well as in the principles of derivation from one part of speech to another.

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