

Methodology for studying the morphemic composition of the word in the elementary grades

Yulchiboyeva Lolakhan

Teacher of the Department of social and humanitarian Sciences of Fergana State University

Turdaliyeva Mubarakkhan Yuldashaliyeva

Rocky Information-Library Center

Service for the tölming, storage and processing of funds Service head

Abstract: In order to determine the lexical meaning of a word, dividing it into morphemes has its theoretical basis in the science of language.

Basic words: root, word-forming suffix, word-changing suffix, morphemic structure of the word, cognate word, lexical meaning, grammatical meaning, artificial word, new meaning, general meaning

A morpheme is the smallest, indivisible meaningful part of a word. Morpheme is divided into two types;

1. A root morpheme is a morpheme that necessarily takes part in a word and has a lexical meaning

2. Affixal morpheme - a morpheme that does not independently mean lexical meaning, but serves for the formation of lexical and grammatical meanings of a word.

Attachments are divided into two types:

1. Word-forming adverbs. It serves to form the lexical meaning of the word.

2. Form-forming adverbs form grammatical forms of words and express different grammatical meanings.

By working on the morphemic structure of a word, students will learn the main methods of determining the lexical meaning of a word. In this case, the task of the teacher is to create the most favorable conditions for children to learn that the lexical meaning and morphemic structure of words are related to each other, and on this basis, to guide them to clarify their vocabulary.

Understanding the role of morpheme in a word, as well as knowing the semantic meaning of adverbs, affects the precise formation of speech in students. The task of the teacher is not only to understand the lexical meaning of the word, but also to increase the conscious use of words with specific affixes in the text.

Studying the morphemic structure of a word is also of great importance in the formation of orthographic skills. The morphological principle is the leading principle of Uzbek orthography, according to which words and their components (stems and affixes) are written according to their originals. Formation of the skill of correct writing of stems and suffixes on a theoretical basis requires proper application of phonetic, word formation and grammatical knowledge. Therefore, one of the important tasks of studying the morphemic structure of a word is to create the basis of knowledge and skills necessary for the formation of the skill of writing the stem and suffixes correctly.

Studying the morphemic structure of a word is important in developing students' mental abilities, in particular, in the formation of special mental aids necessary for the conscious learning of a word as a language unit. The task of the teacher in the educational process is to create an environment that develops the skills of abstraction, analysis, and comparison, which increases the mental activity of students with the assimilation of knowledge.

According to the program of the mother tongue of primary classes, the morphemic structure of the word is studied in the 2nd grade. In the 3rd grade, it is planned to improve the knowledge about the structure of the word in connection with the study of word groups.

First of all, let's define what a language learning system is. The system of learning language material means a goal-oriented process that ensures the mastery of a complex of scientifically based, coherent and interconnected knowledge, as well as the formation of practical skills on this basis.

There are 4 stages in studying the topic:

Stage 1 is the stage of preparation for learning word formation. The task of this stage is to prepare students to understand that words with the same root are connected according to their meaning and structure.

2nd stage - introduction to the characteristics of words with the same root and the meaning of all morphemes. The main educational task of this stage is to introduce the root, word-forming and form-forming adverbs as parts of the meaning of words. Formation of the concept of "synonyms"; observing the same root spelling in words with the same root is considered

The formation of the concept of "cognate words" is connected with the mastering of their two important signs, i.e. their commonality (the presence of some commonality in meaning) and the commonality (the existence of a common root) according to their structure. Therefore, it is necessary to create conditions for students to master these symbols during the educational process. At this stage of education, students' knowledge about morphemes is not enough, they are just being introduced to these concepts in the process of doing exercises. Therefore, the teacher chooses words that are suitable for the age characteristics of the students. It controls the analysis and synthesis of words, it constantly takes care of students to learn the connection between the lexical meaning of words and their morphemic structure.

The 17th stage is a method of studying the characteristics and role of the stem, word-forming and form-forming suffixes in the language. The educational task of this stage includes the formation of the concepts of "stem", "word-forming suffix", "form-forming suffix", ideas about the connection between the lexical meaning of a word and its morphemic composition. development, formation of the skill of writing words with consonants and voiceless consonants with pairs in the stem, and the ability to consciously use words with word-forming suffixes in speech. The task of this stage is solved in a certain connection with each other. For example, based on mastering the role of each morpheme in a word, students learn the connection between the lexical meaning of a word and its morphemic composition. In connection with all tasks, taking into account the morphemic composition of words, the task of using them in speech as clearly and consciously as possible is performed.

Features of studying the root. When forming the concept of "root", students are introduced to the fact that the root is a common part of words with the same root and that it includes the common meaning of all words with the same root.

Work on the function of the word-forming suffix. The main task of studying this morpheme is to familiarize students with the role of the word-forming adverb in a word and, on this basis, to develop the ability to consciously use a word with a word-forming adverb in one's speech. It is important for students to understand a new lexical meaning with the help of a word-forming suffix.

Features of learning form-forming additions. Each morpheme is unique in its linguistic essence, and the methodology of its study also has its own characteristics. Grammatical function is the leader in the form-forming adverb, thus it differs from the word-forming adverb.

Stage 18 - working on the composition of the word in connection with the study of word groups, (grades 3-4). The purpose of this stage in the system of learning the morphemic structure of a word is to deepen the knowledge about the role of the word-forming suffix in word formation and the importance of the form-forming suffix in mastering the word form; is to prepare students to understand the formation features of nouns, adjectives, and verbs. In the process of studying word groups, the teacher explains to the students the basics of word formation, that it is possible to make another word group or this word group itself with the help of a word-forming suffix. For example, a noun is more than another noun (fisherman, worker; classmate, confidant; gardener, cook, reader) as

well as a verb (sieve, spade, win); an adjective is more than a noun (watery, waterless, grassy, grassless) as well as verbs (proud, sharp, sensitive), verbs are formed from nouns (work, flower, speak) from adjectives (whiten, improve, old, dark). Preparing students to understand the features of word formation For example, the teacher gives them a task to find out from which word and with which form a certain new word is made. For example, the teacher says the noun border and asks them to choose a root noun that means someone who guards the border. (border guard) The task can be given differently: the teacher gives the word and the word-forming morpheme. The student's task is to correctly form a new word and explain its lexical meaning. For example, from the word fish - They are asked to create a new word (fisherman) with the help of the suffix *chi*, to explain its lexical meaning and to say which word group it is. In both assignments, students analyze the word morphemically. In this, the teacher draws the students' attention to which morpheme the formed word is made of, which word group it is made of, in what exercises the lexical meaning of the words in the language and the interrelation of the morphemic composition It is based on the word formation characteristic of a word group.

Some of the types of exercises are:

1. Analysis of the text with cognates by lexical - word formation. For example, the following text is written:

There is a flower garden in our yard. All kinds of flowers are planted in the flower garden. My florist brother takes care of them. The flowers are about to open.

Under the guidance of the teacher, it is determined what kind of root word is another, which morpheme it is made of, which word group it belongs to, and what meaning it conveys.

2. Replacing a word with a widely explained lexical meaning with a cognate word.

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

There are many apple trees (almazor). A person who grows cotton (cotton farmer). A person who takes care of a garden (gardener)...

With the help of the teacher, the students determine from which word and with what suffix this word is made.

3. To form a sentence by taking part of the root words belonging to different word groups.

4. Word formation tasks.

Make new words from the words white, work, using the additions *-la*, *-chi*. Prove which words belong to the given and made up words.

Make nouns from the nouns work, cotton, flower, class. Analyze the words according to their content. What part of the word did you use to make a new noun?

Make nouns from the verbs "chiz" and "ur". Analyze the nouns according to their word structure. What suffixes did you use to form a noun from a verb?

These tasks require students to pay attention to the features of word formation, the morphemic composition of words, and are focused on determining whether the morphemic composition of a word is related to the fact that this word belongs to a certain word group.

Based on the following questions and assignments, it is possible to determine how the students mastered the morphemic structure of the word:

1. Answer the questions:

- 1) Which part of the word is the most important? What for?
- 2) What is the additional function of a word-former? Prove with an example.
- 3) What does the form maker serve in the word? Prove it.

2. Comparison of the meaning and content of two words. For this purpose, words are chosen that allow students to determine how much they understand the semantic role of the root and word-forming suffixes. (worked and started, grower and grower)

3. Compare the words and prove whether they are cognates or not (salt, salted, salty, saltless, salted). Which part makes them cognates? Which part makes a word with different meanings? Answer their questions.

4. Analysis of the words gardener, reaper, garden, worker according to their content:

- 1) From the stem and word-forming suffix.
- 2) From the root and form-forming suffix.
- 3) Selection of words made up of the stem and word-forming, form-forming suffixes.
- 4) Compose a short story on the topic recommended by the teacher based on key words.

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