

System of Teaching Adjective Vocabulary in Elementary Grades

Isaqov Zokirjon Soliyevich

*Doctor of Philological Sciences, Professor the Department of Theory of Primary Education,
Kokand State Pedagogical Institute*

Abstract: The linguistic basis of the methodology of working on word groups is the division of words into different groups according to their lexical-grammatical, morphological and syntactic features, that is, the science of word groups.

Keywords: word groups, quality, construction of quality, levels, method, interactive methods.

When dividing words into lexical-grammatical categories, three signs are used: 1) lexical meaning (what it represents, i.e. the generalized meanings of a person, thing, action or situation, sign), 2) morphological (system of different forms of the word) and 3) is based on syntactic (the syntactic function of various morphological forms). Therefore, work on word groups should be focused on students' understanding of the generalized meanings of words in a certain group, the role of people as a means of communication.

After primary school students are introduced to word groups (noun, adjective, number, pronoun, verb), each lexical-grammatical group is studied separately. This creates favorable conditions for their comparison at the initial stage of studying word groups and makes it possible to more clearly distinguish the main aspects of the grammatical concept to be formed. Elementary school students learn the following characteristics of nouns, adjectives, numbers, and verbs:

1) what the word means (person, thing, character, quantity and quality, action or situation);

2) what questions should be answered;

3) change-immutability, existence of permanent categories;

4) in the sentence, mainly, what kind of part does it appear. Students compare word groups based on these learned symbols. Depending on what they learn, their knowledge of the grammatical features of each word group will gradually expand and deepen. According to the program, in the elementary school, words are grouped according to their morphological questions, which are initially answered. In the 3rd grade, the concept of "word group" is formed. Students learn some signs specific to each word group (generalized lexical meanings of word groups, use of nouns in the singular and plural, participle and (infinitive verbs, nouns, adjectives, numbers, and the function of the verb in the sentence) are introduced. In the 4th grade, the knowledge of the morphological and syntactic features of word groups is deepened: students learn to change nouns with possessives and agreements, adjectives and adverbs they study the function of number in a sentence, personal pronouns and their types with agreements, person-number and tense in verbs.

The system of quality study envisages consistently enriching and complicating the material from the lexical and grammatical side. In the 1st and 2nd grade, students will observe the lexical meaning of the quality, how to the quality?, how much? learn to ask questions; In grade 3, the adjective is studied as a word group; In the 4th grade, what was learned earlier is repeated, and depending on the grammatical material, the writing of accretive adjectives such as red-girl, green-green (no term is mentioned) is taught. In the native language and reading classes, the students' speech is enriched with new adjectives, the meaning of the adjectives known to them in advance is clarified.

The teacher shows the subject or its picture, students say and write its signs. For example, (what?) an apple is a bright, sweet, round apple; (what?) thread — a long, blue thread. Of course, on the basis of conversation, students do not have apples, what are the words of thread? as an answer to the question, what are the words such as red, sweet, round, which indicate the name of the subject? as an answer to the question, they determine that the sign of the object (color, taste, shape) is expressed. The teacher explains with a couple more examples that the objects that surround us have their own signs and that they differ from each other by these signs (What kind of tree - Big, beautiful, branchy, blue-blue tree. What kind of wardrobe - tall wardrobe with a mirror). The conclusion is drawn: how?, what kind? The words that are the answer to the questions indicate the subject marker.

In order for the students to understand the importance of such words in our speech, the text where adjectives are often used is selected, the first adjectives are omitted, and then they are read with the adjectives and the content is compared. It is explained that in order to accurately describe the object, the words that indicate its sign are used. Demonstration tools (subjects, subject pictures, subject pictures) are widely used in these lessons.

An adjective as an independent word group has three different signs:

1. Lexical-semantic sign. An adjective means a character.

2. Morphological sign: What is the quality?, what kind?, which? there will be an answer to one of the questions. The concept of a quality symbol is broad and is divided into several groups according to its meaning:

- a) adjectives meaning color: white, red, yellow, airy, gray, green, blue;
- b) size means: wide, narrow, high, low, long, deep, large, small; c) means shape and appearance: round, flat, curved, crooked, lumpy;
- c) means taste: sweet, bitter, sour, salty, tahir, chuchmal, tasteless;
- d) means character-characteristic: polite, polite, sweet-talking, agile, cheerful, lazy, lazy, eloquent, stubborn, stubborn. Attributive adjectives express positive or negative characteristics;
- e) has the meaning of smell: smelly, smelly, smelly, fragrant;

j means status. There are two types of mood adjectives: 1) they express a mental state: happy, sad, happy, sick, capricious; 2) represents a natural state: young, old, elderly. An adjective expresses a sign directly or indirectly. Adjectives that directly express a sign indicating a constant sign of an object are called original adjectives. The above types of meaning of the quality represent the quality directly.

Adjectives can indicate degree of sign: big, bigger, like the biggest. Paired adjectives are mainly composed of original adjectives: young-old, good-bad. Adjectives that represent a sign indirectly, i.e., by attributing to something and an event, are called relative adjectives. Relative adjectives are formed from other word groups and indicate characteristic, similarity, relation to place or time, destination meanings:

a) an adjective expressing the meaning of a characteristic is formed by adding the suffix -iy, -viy to a noun: modern, family, spiritual, political;

b) adjectives expressing the meaning of similarity are formed by adding the suffixes -simon, -sifat to the noun: human-like, animal-like, giant-like;

c) adjectives expressing the meaning of place and time are formed by adding suffixes - gi, -qi, -ki, - to nouns: winter, summer, spring, bulturqi, noon, evening;

d) adjectives expressing the meaning of intendedness, characteristic, measurement are formed by adding the suffix -like to nouns: blanket, quilt, Tashkent, shirt. Adjectives can sometimes be used instead of adverbs to indicate an action: to speak meaningfully, to write well, to read well. Grading the sign of the quality (red, redder, reddest, crimson), possessing a system of formation, and being flaming are considered its morphological signs. 3. Syntactic sign of quality. In a sentence, an adjective is connected to a noun, sometimes to a verb, and is subordinate to the word it is connected to. When an adjective is attached to a noun, the adjective acts as a determiner. Example: We are friends The material of the quality learning system is intended to be consistently enriched and complicated from the lexical and grammatical point of view. Students observe the lexical meaning of quality in the 1st grade, how about quality? what kind They learn by asking questions; In the 2nd grade, who studied adjectives as a group of words, in the 3rd grade, what was learned earlier is repeated, and depending on the grammatical material, the writing of comparative and accusative adjectives with the suffix -rog is taught (the term not mentioned). In native language and reading classes, students' speech is enriched with new adjectives, and the meaning of previously known adjectives is clarified. The methodology of studying quality is based on its linguistic features. Quality refers to the sign of an object (color, shape, size, appearance, taste, smell, place and time). The lexical meaning of the adjective requires studying it in connection with the noun. In order to understand the quality, children's attention is focused on determining the connection of the quality to the noun in the 1st grade. Pupils say the sign of the object, they develop the ability to determine the connection of words in a sentence with the help of a question, that is, they distinguish the adjective and the word combination formed from the noun in the sentence (the term is not said. In the next grades, this connection Thus, the semantic-grammatical characteristics of the quality require working on the quality in the lexical and grammatical (morphological and syntactic) plan.

In elementary grades, the subject of "quality" is studied in the following sequence: 1. Initial introduction to quality (grade 1). 2. To provide an understanding of quality. (Class 2). 3. Mastering the writing of some adjectives in connection with this grammatical topic (grade 3). An initial introduction to quality. (Step 1) begins with observation of the lexical meaning and questions of the quality. The signs of the subject are diverse and describe it by its color, taste, shape, and properties. Therefore, in order to form the concept of quality, it is necessary to define its meanings. The teacher shows the subject or its picture, students say and write its signs. For example, how? Apple-red, sweet, round apple. What is the word apple based on the conversation? What are the words like red, sweet, round that express the name of the object in response to the question? As an answer to the question, they determine the sign of the object, and draw a conclusion. How? what kind The words that are the answers to the questions indicate the subject sign. In order for students to understand the role of such words in our speech, a text in which adjectives are often used is selected, and first the adjectives are omitted, then they are read with their adjectives and the content is compared. He makes extensive use of his exhibitions in these lessons. How are the students? what kind The following exercises are used in order for them to learn the words that are the answer to their questions: 1. To choose a word that indicates the sign of the subject with the help of a question. 2. Make a sentence from the given words. 3. Who is from the text? Or what? Select and write the word that is the answer to the question. 4. Compose sentences and stories based on basic words and pictures. In the 2nd stage, two main tasks are solved: forming the concept of "adjective" and enriching students' speech with new adjectives, developing the ability to use adjectives appropriate to the content in speech to clearly

express the idea. Along with the lexical meaning of adjectives, its characteristic grammatical features are noted.

Based on the generalization of the features of the adjectives, they show the specific indicators of the vocabulary of their students. a) indicates the subject sign. b) how or what? There is an answer to the question c) in the sentence, it is connected to a noun, it forms a word combination with this noun, it acts as a secondary clause. In order to deepen students' understanding of the lexical meaning of adjectives and to develop the ability to describe the object in a comprehensive way: 1. Choosing and writing adjectives that express the color, taste, shape, and characteristics of the given objects. 2. Determining which animal it is based on the given signs; careful, cunning, wild (fox) 3. You can use exercises such as saying the answers to riddles depending on the sign of the objects. In order to master the role of adjectives in clearly and comprehensibly expressing our thoughts in our speech, it is appropriate to work on synonyms and antonyms, to observe their use in literal and figurative sense in reading lessons. In the process of learning quality, regularly conducting exercises related to word formation forms in students the ability to consciously use word-forming affixes to form one or another word group.

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