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Abstract

The issues of teaching the lexicology level of the Uzbek language have been studied to some extent by Uzbek linguists and Methodist scholars. At the beginning of the 20th century, the school textbooks created by Abdurauf Fitrat, Shorasul Zunun, Munavvar Qori, Qayyum Ramazan, Elbeklar, and later Murad Shams, Tokhtanazar Shermuhamedov, Khalil Qayumov, Subutoy Dolimov, Qayyum Hakimov, took place, albeit briefly, in the textbooks.

Keywords: Methodist scientists, Materials, phraseological, mother tongue, lexicology.

In textbooks and manuals created on the basis of the achievements of Uzbek language methodology, in scientific researches that began after the 50s, this issue has been covered somewhat widely. For example, in the book created by Y. Gulomov, I. Rasulov, H. Rustamov, and B. Mirzaahmedov as a textbook for students of universities and pedagogical institutes in the 70s, notable recommendations were given regarding the methods of teaching lexicology. Also, it should not be overlooked that most of the recommendations and teaching methods given in this textbook are morally outdated. After the independence of Uzbekistan, the mother tongue education was fundamentally reformed. General school textbooks have been updated. New generations of school textbooks have been and are being created.

These updates put the problem of updating the methods of teaching Uzbek language levels on the agenda. As a solution to these problems, a series of textbooks such as "Methodology of teaching the mother tongue" by Methodist scientists Askar Gulomov and Muhammadjon Kadirov for university students, "Methodology of teaching the Uzbek language" by B. Tokhliyev, M. Shamsiyeva, T. Ziyotova for students of pedagogical universities and institutes and it is worth noting that training manuals have arrived.

There are also separate research works devoted to the issues of teaching the lexicology level of the Uzbek language. In this regard, it is appropriate to note the monographic works of Q. Abdurazzokova, K. Qasimova, G. Azizov, A. Gulomov, O. Yaqubjonova, T. Ziyotova and others, as well as the scientific and methodological articles of a number of authors.

It is not a secret to us that the history of Uzbek linguistics has been talking about the word and its meaning, function, and place in society since the long past. Uzbek language lexicology is one of the theoretically well-developed branches of linguistics. Uzbek linguistics has a long and rich history. Issues such as linguistics, its emergence and formation, and its role in social life did not appear recently.

In the formation of the lexicon of the Uzbek language, Fakhri Kamol's "Lexicon of the Uzbek language" published under the column "Materials from the contemporary Uzbek language course" and pamphlets "The lexicon of the contemporary Uzbek language" by Y.D. Pinkhanov and "From the course of the contemporary Uzbek language" "Contemporary Uzbek Language", which includes all pamphlets published under the "Materials" column, became of great importance. In this work, the fact that lexicology is a separate department of linguistics, as well as its object of study, its goals and tasks, its connection with other levels, the relationship between them, and the integral connection of words, things and concepts were widely covered.

Language and literature are two interrelated tracks, both of which are realized through textual means. Literature is a source of learning about folk culture, and language is a product of knowledge that emerges during the study of texts. Linguistic analysis of literary texts and

imparting knowledge to students is equivalent to applying it in practice and then introducing it into science.

In the initial stages of education, the main focus is on analyzing the text based on the style of the language (phonetic, orthographic, orthoepic, lexical, phraseological, grammatical, literary, poetic). This requires literary pronunciation, expressive reading and a rich linguistic reserve. The practical importance of "Analytical reading" is that studying the native language and literary sciences without separating them from each other and using phonetic, lexical, grammatical, and stylistic tools for text analysis helps to form knowledge, skills, and abilities, artistic, scientific and it consists in mastering the methodology of analyzing such texts from the point of view of linguistics, literary studies, linguocultural studies, linguopragmatics, linguopoetics.

This form of teaching takes the form of materials and language resources for students. At a time when the source of information is unlimited, keeping the attention of students and bringing them to science was the main problem in European education. To this day, this situation does not escape us. In "mother tongue" teaching, the world of grammar rules bores schoolchildren. This leads to a decrease in interest in science. Based on the demand of the time, we believe that teaching the "mother tongue" through linguistic analysis by selecting the texts that are of interest to the masses of students is a rather effective way.

The main goal of the lexicology section at school is to introduce students to the vocabulary of the Uzbek literary language, increase their vocabulary and develop the skills of using words correctly.

When studying this section, the following tasks are solved:

- understanding the form and meaning aspects of the word;
- enriching students' vocabulary with new words;
- improvement of students' practical and stylistic skills;
- teaching to distinguish speech styles, to describe the same thing, event in simple, artistic and scientific ways;
- to develop the skills of choosing words in accordance with speech conditions;
- to develop the skills of working with different dictionaries.

In the teaching of the "Lexicology" section, special attention is paid to increasing the vocabulary of students and working on their speech. The first problem students face is the literal and figurative meaning of the word. Determining whether words like eye, gold, iron, ear, mouth given in the textbook are used in the composition of the compound (the eye of the window, the eye of the spring, the golden head, the golden autumn or the iron discipline) are used in their own sense or figuratively, to compare their meanings, to compare the given words. Practical-creative activities such as creating sentences with literal and figurative meanings, creating texts based on them are important in increasing students' vocabulary and developing their speech.

Studying the topics of synonyms, synonyms, synonyms, antonyms and nested words will also help to increase the vocabulary of students. When learning the topic "Synonymous words", replace the given sentences or words separated in the text with their meaning, replace the words in the sentence with their meaning, explain the differences in meaning between them, divide the meaning words into positive and negative words, meaning It is possible to increase students' vocabulary and develop their speech through the use of practical and creative activities such as creating texts with the participation of unrelated words.

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