



## **MORPHOLOGY IS A COMPONENT OF THE METHODOLOGY OF LANGUAGE TEACHING**

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### **Annotation**

The relevance of the Department of Morphology in the education of the mother tongue, as well as working with dictionaries and vocabulary when studying this department, is discussed in this article. There are some examples of how to understand the nuances of the word "Nouns."

**Keywords:** morphology, noun, the lexical meaning of the word, noun combinations, combination of verbs, possessive and plural suffixes.

### **Introduction**

A person's maturity level is defined by his or her question, a nation's culture level, and language. As a result, language is at the center of the country. The importance of language, particularly the native language, in mastering a person's individuality, teaching universal and national ideals to the younger generation, and absorbing the pride of its people in its traditions is unparalleled.

### **Analysis of Literature on the Topic**

Some topics about the Department of Morphology are studied in primary courses in native language textbooks. Pupils are familiar with the following: noun, its meaning and interrogative, its application in the singular and plural, its variety with conciliatory suffixes, the application of the possessive suffix; adjective, its meaning and interrogative, in them –the application of the suffix -roq; number, its meaning and interrogative; pronoun, personality pronouns; those who have some necessary skills and skills related to speech in the process of studying them are familiar with verb, its. Starting from the 5th grade, the introduction to a coherent course of study and the course itself is an excellent form of filling much of these materials. A coherent set of knowledge provided by morphology, like that of other departments, is primarily targeted at enhancing the practical goal, namely, children's spelling literacy, the formation and development of correct, fluent expression abilities in spoken and written forms of thought. As a result, the fundamental purpose of studying morphology is to make fair use of the vast capabilities of the vocabulary in the proper, accurate, clear, and attractive expression of thinking, not just to learn morphological principles,





definitions, and rules. It is recommended that you apply the following practical work to successfully complete this complex and responsible task:

1. Work on the lexical meaning of the word. It is known that one of the main causes of word poverty is ignorance of the lexical meaning in which words are expressed. Especially in our language there are some words that are not in general consumption or are used infrequently, such as namesake, old, anduh, bako, nonsense, discourteous, biya, biqqi, Virgin, authority, vido, Whirlpool, durafshan, label, ore, facade, zarbof, word, grace, propaganda, we hardly meet them in the speech of students. Conjuring up the sense in which words are expressed in the study of the word series is, of course, one of the methods to prevent this from happening. It is necessary to pay more attention to practical work, such as finding meaningful, shy, and anti-dependent words to these words, drawing up sentences with their help, or changing sentences and texts on this basis, in order to facilitate the study of each category of words to work on the vocabulary and its lexical meaning.

2. Experiment with cavalry, verb, and rhubarb in different combinations. As you may be aware, word combinations are categorized into six categories based on the category of words in which the head is conveyed. The noun compound is termed an adverbial compound if it is represented in the forms of a verb and its adverbial, adjective if the noun is expressed in the form of an adjective, a number, a pronoun, or an action. It is preferable to choose subordinate words, in particular, in accordance with the specified Head word, when expanding pupils' speech with such combinations. In the employment of meaningful, shy, and anti-dependent words, subordinate word quality is particularly significant in the development of kids' speech. For example, in the lessons of the native language, students can choose such combinations from newspapers and magazines, works of art, replace them with their own sense and shyness, associate these word combinations and compose sentences and texts.

### **Research Methodology**

The level of usefulness of morphological knowledge is decided by the usage of the vocabulary's current capabilities in speech. This job would be impossible to complete without morphological and methodological expertise. Each category of words plays a significant role in the development of morphological and methodological abilities. The stylistic characteristics of word series nouns are first visible in the forms in which they signify plural, possessive, agreed-upon suffixes, and the speaker's attitude toward his speech. The stylistic qualities of the plural suffix in nouns should be introduced to students early on in their speech development.





It is known that the addition of nouns in nouns not only plural meanings, but also: a) respect (I went to visit the city of Samarkand with my grandparents and mothers on summer holidays); b) uncertainty, negation, repetition, reprimand (in may of last year we had a meeting with our beloved writer Said Ahmad. What do you lack for a good and excellent reading itself?); C) irony, sarcasm (although today they came early); d) thing-the sort of item (they are all different. What fats do we use in cooking?); d) community (Karim, Bukhara) also expresses such meanings as. Acquaintance of readers with these meanings of the plural suffix plays an important role in speech cultivation.

The possession of various grammatical forms distinguishes the Department of Morphology, which necessitates a unique teaching strategy. As soon as an analysis of the word's composition is carried out during the teaching of this section, the reader learns to grasp the word forms and separate them from one another. Establishes a framework for the theme's development. Students' syntactic knowledge improves as a result of determining which word category the examined word belongs to and its syntactic function in the sentence. This contributes to the development of their logical thinking. The current problem of Uzbek linguistics today is also the study of the application (linguistic competence) of languages concentrated in the memory of language owners, the role of language in the process of communication, the relationship between language and the owner of the language.

### **Analysis and Results**

Great opportunities for the formation of linguistic competences in students take on the teaching of the grammatics of the native language. This will help the students to acquire general knowledge, introduce them to the Basic Rules, develop the logical thinking of the students will help.

It is known that each of the word categories in the Uzbek language is divided into certain groups of meanings. For example, in nouns: a) professional; b) Place-Place; d) weapon –tool; e) Parish-kinship; f )nouns representing the ritual; in adjectives: a) color-tus b) evaluation; d) form-volume; e) taste-taste; f) quantity; g) adjectives denoting such meanings as distance; in numbers: a)counting number; b) ordinal number; d) number of units; e) number of distribution; f) number of trunks; in Verbs: a) action verbs b) verbs of the resulting activity; d) speech verbs; e) circumstance verbs; in adverbs: a) circumstance adverbs; b) moment adverbs; D) degree-quantity adverbs; in pronouns: a) person, thing-item, pronouns pointing to the event; b) interrogative pronouns; d) predicting pronouns; e) summing pronouns; f) divergence and conjecture pronouns; g) action pronouns can be divided into such groups of meanings as.





While students are introduced to these groups of meanings, the main focus is on increasing their vocabulary, the formation of skills of correct and appropriate use of words belonging to each group of meanings in speech. For example, in the study of the subject "horses representing a person" from the word category "horse":

- Separate individual horses from the text and group them into Indigenous and wild horses;
- Expand groups by choosing words that are meaningful and shy to the separated words;
- To divide the horses of the legislative entity into parts such as the core and the suffix, as well as to determine their belonging to which category;
- Th, - vchi, - uvchi, - dosh, - kor, - zor, - shunos to interpret the meaning and functions of suffixes, as well as to form new words with the help of these suffixes;
- Double-person horses of wide consumption (cosmogir-pilot, engineer-teacher, etc. k.) compile a list;
- The use of practical work, such as making sentences and creating text with the participation of individual nouns, is envisaged.

## Conclusion

Morphology study in conjunction with methods, the development of morphological and methodological skills in pupils, and the complete execution of speech-related vocabulary capabilities all play essential roles.

This level of study, like other levels of language, should play a key role in the development of skills for working with texts, generating texts, and expressing thoughts correctly, concisely, and fluently in both oral and written form.

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