



"LINGUODIDACTIC PRINCIPLES OF TEACHING PRIMARY CLASSES AND SECONDARY CLASSES TO STUDENTS"

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Annotation

One of the important tasks of mother tongue classes in elementary grades is to form the skill of conscious use of sentences in expressing thoughts. This article talks about the teaching of primary clauses and secondary clauses and its linguo-didactic foundations in the organization of the mother tongue subject in elementary schools of general secondary schools.

Key words: Syntax, sentence fragments, primary clauses, secondary clauses, linguo-didactics, phraseology.

Introduction

Linguistics appeared in the first half of the 20th century. Lingvodidactics is an integral science designed to describe the mechanisms of language acquisition and the features of controlling these mechanisms in the context of educational studies. Lingvodidaktics is a general theory of language teaching. This term was introduced into scientific use by NM Shansky. Lingvodidaktika is the theory of language teaching, that is, the theoretical part of the teaching methodology, which was created as a result of the integration of linguistics and methodology[13]. Lingvodidactics is derived from the Latin "lingua" language and the Greek "didaktikos" for teaching, and is a science dealing with the creation of a general theory of language teaching. Shansky emphasizes that this science is designed to research the problems of language education[5]. Some linguists and Methodists doubted the future use of the term. Other scientists, while not denying the concept expressed by the term linguodidactics, recommended calling the general theory of language education not linguodidactics, but didactolinguistics as longvodidactics. used the term In scientific studies, the term lingvo methodology is also used, which is synonymous with the concepts of linguodidactics and methodology[14]. MRLvov interprets this term as lingvomitotica and says, "This is a method of teaching the mother tongue or a foreign language, this term is often used in linguo-didactic articles in the methodology of teaching the Russian language in national schools."





Discussion and Results

Knowledge of syntax in elementary grades is divided into practical and theoretical knowledge. Practical teaching of syntax begins in the literacy period and continues in the 4th grade. In the primary class, "Sentence", "Declarative sentence", "Interrogative sentence", "Command sentence", "Emotional sentence", "Simple sentence", "Speech fragments", The topics of "infinite sentences" are studied theoretically. Various exercises are performed on these topics.

One of the important tasks of native language classes in primary grades is to form the ability to consciously use sentences to express thoughts. Since morphology and lexicon, phonetics and orthography are mastered on the basis of syntax, working on sentences occupies a central place in language learning. Speech is the main part of speech. As a unit, primary school students learn nouns, adjectives, numbers, pronouns, verbs and the role of their important categories in our language based on sentences[14]. Learners build native language vocabulary based on native language vocabulary. The lexical meaning of a word and the features of its use are known in a phrase or a sentence[6]. A word has one meaning in a sentence (it can express several meanings outside the sentence). Methodist scientist T G Ramzayeva conditionally divides work on sentences in primary grades into five directions:

- ◆ Forming a grammatical understanding of a sentence (teaching important signs of a sentence as a language unit).
- ◆ Teaching the construction of sentences (working on the connection of words in a phrase, working on the grammatical basis of a sentence, the characteristics of primary and secondary clauses, common and compound sentences).
- ◆ Formation of the ability to use types of sentences according to the purpose of expression and tone in students' speech.
- ◆ Developing the ability to use words clearly in a sentence.
- ◆ correctly (starting it with a capital letter, putting punctuation marks) in written speech[15]. These five areas of work interact with each other, and each of them is discussed independently only in order to study some aspects of the issue. The formation of the ability to learn speech and use it in speech is based on the continuous expansion and enrichment of students' concrete knowledge. If the student knows something new, then it is necessary to inform about this news. He is looking for a more convenient form to express his opinion. So, the need to make the sentence more perfect comes from the requirement of communication. The topic "Speech" is studied in all classes. The knowledge about the signs of speech is deepened. Pupils move from imagining the elements of a speech unit expressing an idea to studying the primary





and secondary parts of a sentence, the connection of words in a sentence, the cohesive parts of a sentence[7]. The initial stage of working on a sentence is literacy. corresponds to the training period. During this period, students get acquainted with the important features of the sentence (expression of thought, speaking with a complete tone). Without knowing these features of the sentence, it is impossible to make a sentence from the words . If students cannot separate the parts of a sentence, they do not know that a sentence is a whole unit of speech. The participle with the possessor

forms the basis of the construction and content of the sentence. That's why it is better to pay attention to the main parts of the sentence during literacy training[16].

By observing the main parts of a sentence, students learn to express their thoughts clearly , they develop the ability to distinguish a sentence from a speech. Depending on the norm of learning a sentence, an idea of its components, in particular, a word combination, is determined.

Even if the syntactic material studied in elementary grades is small , it is developed on the sentence during the whole school year, being absorbed into other subjects.

According to the program, in the 1st grade, students are given elementary concepts about sentences. Practical information is provided about the fact that a sentence expresses a complete opinion, that a sentence is made up of words, and that certain punctuation marks are placed at the end of it[17]. They will learn to distinguish between the word that indicates who or what the sentence is about and what is said about it. In fact, this is where the work on the grammatical basis of the sentence begins , and it is a prelude to the study of the main clauses. 3rd grade is a new stage in working on the sentence. Students move from practical learning of the sentence to learning it as a concept[8]. They will learn the important signs of the sentence. At this stage, the definition of primary and secondary fractions, possessive and participle terms are introduced. In this class, a lot of attention is paid to linking words in a sentence. Pupils distinguish the base of the sentence (possession and participle), distinguish secondary clauses and know the two words (dominant and subordinate) in the sentence, the grammatical connection of the words, that is, through adverbs. They get the knowledge about the parts of the sentence is expanded by studying the connected parts of the sentence.

Thus, the development of the students' perception of the parts of the sentence is the key to the mastery of the sentence. First, elementary students are taught to divide sentences into two groups (primary and secondary clauses) . In these classes, secondary particles are not divided into types[18]. To master the



sentence, the essence of the main and secondary clauses is revealed: the main clauses form the grammatical basis of the sentence, the idea is mainly expressed through the grammatical basis of the sentence; secondary clauses serve as defining and complementing clauses. To reveal the essence of secondary clauses, students analyze the sentence and determine which clause they are referring to and interpreting it. The properties of the second-order clauses are evident in the process of expanding the sentence (turning a compound sentence into an extended sentence). For example, students write the sentence "Swallows flew in." Where to speak to fully express the idea? And when? It requires you to put words that answer your questions. Pupils perform this task and make sure which part of the sentence (secondary part) expresses the idea more clearly[9].

Formation of students' ability to determine the connection of words in a sentence is one of the most important syntactic and speech skills. A phrase is separated as a part of a sentence, and its important features are perceived in elementary grades. The term "word combination" is not included in the textbooks, its definition is not given. But young students need to know the following important features : A phrase is two parts connected by grammar and content. For example, in the sentence "the peoples of the world fight for peace" there are two combinations of words:

- 1) The peoples of the world ;
- 2) They fight for peace.

In a word combination, one word of governor is a second word will be. A question is asked from the main word to the next word , and the next word is the word that answers this question.

For example, (what?) talented students (why) became members of the club. Subject and predicate form a sentence, not a word combination.

The skill of separating word combinations in a sentence is formed during a long exercise. For this purpose, a system of exercises aimed at understanding the dependence of one word on another word from the word combination is used: Expanding the sentences. For this purpose, it is determined which part of the sentence requires expansion. For example, to analyze the sentence "trees bloom", the given possessor and predicate(the base of the sentence) are separated .

- what word should be added to the sentence to say when the trees will bloom ?
- When will it bloom? (blooms in spring)[10].
- What part of the sentence does this word belong to? (secondary fragment).

Which part of the sentence is it connected to, i.e. subordinated ?

-Add one more word that explains the possessor. What kind of sentence was formed ? (Me trees bloom in spring)





Restoring a sentence with mixed words. First, the basics of the sentence (have and predicate) are restored (identified), and then secondary fragments (word combinations) are "found" and restored with the help of questions. For example, in the car, cotton.

- Who is it about? (About the Roman , who? - The Roman)
- What was said about him ? (T e radi. T e Roman t e radi -head pieces).
- Find the word combination using questions. What do you like? In the next sentence, the convenient order of the words is determined (The Roman rakes the cotton in the machine). The tone of speech is worked on. Separate sentences from continuous (without punctuation) text. In order for this type of exercise to be conscious , it is necessary to separate the initial parts of each sentence and the word combinations[11].

Analyze the sentence and draw a diagram. When analyzing a sentence, its base is first separated, a second -order part explaining the possessor , a second-order part explaining the second-order part, and a second-order part explaining another second-order part are separated.

Conclusion

The content of teaching the mother tongue in schools is adapted to the task of our state for the school at the current stage of society's development. These tasks are multi- faceted, and their fulfillment is aimed at developing the minds of students, giving them ideological-political, moral, aesthetic , labor education[12]. As a result of teaching the mother tongue, students are able to express their thoughts in a grammatically correct, stylistically clear, meaningful way, following the tone, and to write it in the correct spelling. This task is a unique feature of the Uzbek language as a subject, and it is carried out in connection with general education tasks aimed at forming the student as a person.

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