

METHODS OF INTERPRETATION OF WORDS

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ABSTARCT

“We need to teach the younger generation to learn independently. This is one of the most important issues that our secondary schools need to address.”

Preparation of students for independent learning begins in primary school. That is why the programs pay special attention to this issue. Lessons in school are the main form of organization of the educational process. Therefore, the effectiveness of mother tongue teaching depends on the quality of the lesson.

The general didactic requirements for the lesson are widely covered in the pedagogical literature. If they are applied to mother tongue teaching and methodological clarifications are introduced, the requirements for mother tongue lessons will be as follows: Providing new knowledge, applying them to speech practice, and educating students is a whole process. Special attention should be paid to the organization of students' learning activities, the ideological, political, aesthetic and artistic value of the language used, the formation of elements of worldview in children in the process of language learning. Only lessons created in an environment of creative inquiry cultivate the necessary moral qualities.

In the native language classes, special attention is paid to cultivating a love for the Uzbek language and a careful attitude to the word. To do this, the text is carefully selected. Lexical and stylistic work is given a special place in the process of language learning. In the lesson, the lion uses simplified texts as well as highly artistic texts.

The accuracy and intrinsic logic of the lesson, its purposefulness, the logic of the lesson in which the new material is taught, to a certain extent caused the interaction of the linguistic phenomenon being studied and its linguistic essence. It is important for the





teacher to be aware of this interaction and to open it slowly as he or she completes assignments with students.

If the lesson aims to strengthen grammatical knowledge, to form spelling skills, the logical conditions of the lesson reflect a system of exercises that are gradually becoming more complex. One or two exercises are done collectively so that children can learn a spelling rule well. As students become more independent, they will be able to work independently. It is also due to the nature of the skill that forms the connection between the exercises performed in the lesson. The relevance of the material to the topic and the purpose of the lesson will ensure that it is goal-oriented. All teaching materials used in the course (including those selected for language observation, spelling and speech exercises) should be relevant to the purpose of the lesson.

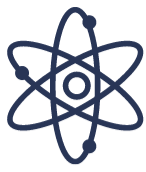
A mother tongue lesson is, first and foremost, a lesson in developing students' speech and thinking. For mother tongue lessons to be socially useful, they must focus on developing students' ability to express their ideas grammatically correct, methodologically accurate, consistent, and to express the opinions of others. Speech development instruction in mother tongue lessons requires the use of methodical methods in teaching grammatical material so that students learn the role of each word group or part of speech in our language, i.e., grammar theory is grammatically correct. Settings and to develop practical speaking skills, to develop practical skills of comprehension and comprehension. Improving children's speech in the classroom is reflected in the content of the lesson and the types of tasks used in the lesson. Explaining the meaning of a word should take very little time and should not distract students from the main topic of the lesson. To do this, the teacher identifies the words that need to be explained in preparation for each lesson, the most convenient ways to explain it, and where to explain them in class.

Some words that children encounter for the first time in reading texts and do not know the meaning of are explained before reading the text.

There is a need to limit the interpretation of words as you read. If it is necessary to explain a word while reading the text (without distracting the readers from the content of the text), the meaning of the word is explained briefly.

Figurative words and artistic utterances used in a figurative sense are explained after reading the text, because their meaning is better understood from the content of the





text, from the context. Especially when reading parables, the allegorical, figurative words in it cannot be explained before or during the reading of the work. Explaining the meaning of a word expands students' vocabulary and improves their speech.

List of used literature:

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