
Methods of teaching the subject "Cohesive parts" in primary school lessons

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The article discusses the topic of cohesive parts given in primary school textbooks. Analyzes the methods of teaching cohesive parts, the methods used.

Introduction

Syntax knowledge in the primary grades is divided into practical knowledge and theoretical knowledge. The practical study of syntax begins in the literacy period and continues into the 4th grade. In elementary school, "Speech", "Speech", "Question", "Command speech", "Emotional speech", "Simple speech", "Parts of speech", "Cohesive parts of speech", "Motivational speeches" are studied theoretically. Various exercises are performed on these topics.

One of the most important tasks of mother tongue lessons in the primary grades is to develop the ability to use speech consciously to express ideas.

As morphology and lexicon, phonetics and spelling are mastered on the basis of syntax, work on speech is central to language learning. Speech is the basic unit of speech, and elementary students learn the names, adjectives, numbers, rhymes, verbs, and the role of their important categories in our language through speech. Students also learn vocabulary based on their mother tongue. The lexical meaning of a word and the features of its use are known in a phrase or sentence. The word has the same meaning in the sentence (several meanings can be expressed in addition to the sentence).

Methodology

Methodist scholar T. G. Ramzaeva conditionally works on speech in primary school in five directions:

1. Develop a grammatical understanding of a sentence (teaching important features of a sentence as a unit of language).
2. Teach sentence construction (work on the connection of words in a phrase, the grammatical basis of the sentence, the characteristics of the primary and secondary parts, work on common and compound sentences).
3. To develop students' ability to use different types of speech according to their purpose and tone.
4. Develop the ability to use words clearly in speech.
5. Develop the ability to write a sentence correctly in a written speech (capitalize it, put punctuation marks).

These five areas of work interact with each other, and each is discussed independently in order to explore some aspects of the sentence. The study of speech and the formation of the ability to use it

in speech are based on the constant expansion and enrichment of students' specific knowledge. If a student knows something new, he or she will need to report it. She is looking for a more convenient way to express herself. Hence, the need for communication necessitates a more perfect mastery of speech.

The initial stage of working on the speech is the period of literacy training. During this time, students will be introduced to important features of speech (expression, complete tone of voice). Words cannot be formed without knowing these features of speech. If students cannot distinguish the main parts of speech, they will not know that speech is a whole. The possessive and the participle form the basis of the structure and content of the sentence. That is why it is good to observe the main parts of speech during literacy training.

By observing the main parts of a sentence, students learn to express themselves clearly, developing the ability to separate a sentence from a speech. Depending on the standard of study of the sentence, the idea of its components, in particular, the phrase, is determined.

Although there is little syntactic material to be learned in the elementary grades, it is developed throughout the school year, incorporating it into other topics.

According to the program, in 1st grade, students are given an elementary understanding of speech. Practical information is given on how the sentence is expressed, how the sentence is made up of words, and how it is punctuated.

In Grade 2, students gain practical insights into speech. They learn to distinguish a word from a sentence that indicates who or what it is about and what is being said about it. In fact, this is where working on the grammatical basis of a sentence begins, and this is the prelude to the study of the main parts.

Grade 3 is a new stage in working on a sentence. Students move from the practical study of a sentence to the study of a concept. They learn important signs of speech. At this stage, the definition of the primary and secondary parts, the terms of possession and cut are introduced. In this class, great emphasis is placed on the connection of words in a sentence. Students distinguish the base of a sentence (possessive and participle), distinguish secondary parts, and connect the two words in a sentence (dominant and subordinate clauses) grammatically, that is, through affixes. they learn to fly.

In Grade 4, knowledge of the parts of speech is expanded by studying the cohesive parts of speech.

Thus, developing students' understanding of parts of speech is a leader in sentence acquisition. First, elementary students learn to divide parts of speech into two major groups (primary and secondary). In these classes, secondary units are not divided into types. In order to master a sentence, the essence of the main and secondary parts is revealed: the main parts form the grammatical basis of the sentence, the idea is expressed mainly through the grammatical basis of the sentence; the secondary parts serve to identify and supplement the main parts.

To unravel the meaning of the secondary passages, students analyze the sentence and determine which part of the sentence they are linking to and interpreting. The properties of the secondary parts are evident in the process of spreading the sentence. For example, students write, "The swallows have flown." Where do you go to get the point across? and when? will be asked to put the words that answer the questions. Students complete this task to make sure which part of the sentence (secondary part) is more accurate.

Main part

Developing students' ability to identify the connections between words in a sentence is an important syntactic and speaking skill. The phrase is separated as part of the sentence and its important features are recognized in the primary grades. The term "phrase" is not included in the textbooks and is not defined. However, younger students need to be aware of the following important features:

1. A phrase is made up of two parts that are related in content and grammar. For example, the phrase "the peoples of the world are fighting for peace" has two phrases: 1) the peoples of the world; 2) fight for peace.
2. In a phrase, one word is subordinate to the other. The word governor is interrogated word for word, and the word subject is the answer to that question. For example, (How?) Gifted students (where?) Joined a circle. The possessive and the participle form a sentence, not a phrase.

The ability to distinguish between phrases in a sentence is developed over a long period of practice. To do this, students use a system of exercises to understand the relationship of one word from another to another word:

1. Spread the word. To do this, determine which part of the sentence needs to be spread. For example, to analyze the sentence "Trees bloom" the given possessive and the cut (the base of the sentence) are separated.

- What word should be added to the sentence to say when the trees will bloom?

"When does it bloom?" (blooms in spring)

"What part of the sentence is that?" (Secondary section)

- What part of the sentence does it depend on? (Link to section)

- Say one more word to explain the sentence. What's the matter? (Fruit trees bloom in spring).

2. Reconstruction of a sentence with mixed words. First the bases of the sentence (possessive and participle) are restored (determined), then the secondary parts (phrases) are "found" and restored with the help of questions. For example, in the machine, picker, picker, cotton.

"Who is it about?" (About the picker, who? - picker)

"What about him?" (Picks. Picker picks - head pieces).

- Use phrases to find phrases. What does he pick? (Picks cotton) What does he pick? (Typing in the machine). Then the correct order of the words is determined in the sentence (The picker picks cotton on the machine). The tone of the speech is worked on.

3. Separation of sentences from continuous (without punctuation) text. For this type of exercise to be conscious, it is necessary to separate the main parts and phrases of each sentence.

4. Analyze the sentence and draw a diagram. When analyzing a sentence, first the base is separated, then the secondary part explaining the possessive, the secondary part explaining the cut, and the second part explaining the other part. In this way, the phrases are gradually identified.

5. Draw a sentence based on the teacher's drawing or questions: Who? what what did you do (The boy picked apples).

There are two ways to work on a phrase:

1) a phrase is considered as an integral part of a sentence within a sentence;

2) a phrase is considered as a common name of an object, for example, a watch is a word, a gold watch, a wristwatch, a watch, an electronic watch is a phrase.

Each part of speech can have more than one sentence. Such statements are called cohesive sentences. The parts of a sentence that answer the same question, are in an equal relationship with each other, and are connected to one part of the sentence are called cohesive parts of speech. These passages are connected by equal conjunctions or counting tones: The child would look at me or at me. All parts of the sentence fit together:

- The owner is on duty: Today Anwar or Sabir is on duty.
- Interjection: a) verb: He sat down slowly and began to speak; b) Crossing: The road was wide and flat.

The filler matches:

- a) unmediated filler: brought books (s) and notebooks;
- b) Filler: We reported to my brother and sister.
- The determinant is: a) the determinant-determiner: We rested in a cool and airy garden; b) Determinant: The harvest of apples and peaches was abundant.
- Situation: a) Situation: We completed the task quickly and accurately;
- b) time: I am on duty today and tomorrow;
- d) location: peak construction in towns and villages; e) Cause: The language of joy and happiness would not become speech; f) Purpose: He came to the city to study or work; g) Quantity: I have told you ten times, a hundred times; h) Condition: If you do not work, if you do not strive, you will not achieve your goal; i) Obstacle: He did not stop walking, even though he was tired and almost fell down.

Conclusion

If the owners of the association represent the individual, the cut can be both singular and plural: Karim, Salima Ahmad came (s). When the co-owners represent inanimate objects, the cut is usually in unity: the stool chairs are arranged. When auxiliary verb suffixes in a sentence are cohesive, sometimes the auxiliary verb can be connected to the last of the leading verbs: He has already written and drawn.

Cohesive passages are also common: The speaker is asked interesting and surprising questions. Cohesive sections are also used in pairs: our city has more and more wide and flat, clean and bright streets.

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