



Morphemic Composition Of The Word And The Importance And Functions Of Working On Word-Building

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ABSTRACT

us in this article, it is mentioned about the methods and techniques of teaching the components of the word: the core and the suffixes to the pupils of the primary classes in order to study the components of the words in the Uzbek language, that is, the meaningful parts, as well as to inform the pupils of the primary classes about this phenomenon.

ARTICLE INFO

Article history:

Received 15 Feb 2021

Received in revised form 17 March 2021

Accepted 28 March 2021

Keywords: native language, vocabulary, exercise, education, training, system, problem, active, generalization, reinforcement, unconventional, interactive, innovative, method, conference, lesson, fiction, multimedia.

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Introduction

The addition of morphemes affects each other, in addition, many nouns and word-building suffixes have many meanings. Nevertheless, it is difficult to determine the lexical meaning of many words by its morphemic composition, for this purpose it is necessary to use the separation of the word into morphemes.

Students begin to consciously use the separation of the word into morphemes, depending on how they learn the morphemic composition of the word and the word-building. They learn the lexical meaning of the derivative by looking at the semantic similarity of words.

The importance of working on the morphemic composition of words and, accordingly, the duties of the teacher include::

By working on the morphemic composition of the word, students will learn one of the main ways to determine the lexical meaning of the word. Bunda the task of the teacher is to create the most favorable conditions for children to learn that the lexical meaning and morphemic composition of words are interrelated, on this basis it is worthwhile to lead them to clarify their vocabulary.

Elementary knowledge of vocabulary building is also important for students to understand the main source of the enrichment of our language with new words. The new word is formed (derived) from the morphemes that exist in the language, based on certain methods and models. Observation of word-building positively affects the formation of an active attitude to speech in students, leads to an understanding of the laws of the development of the language.

Familiarization with the basics of word-building allows students to enrich their dictionary with knowledge of the environment. Concepts about the subject, process, event are expressed in words. The designation of the link between words in terms of meaning and structure relies on the connection between the concepts that are in the relationship (for example, the words tractor and tractor are interrelated in terms of the concepts, due to which they are connected according to the meaning and structure). If readers really know the relationship of words according to their meaning and structure, they will deeply imagine the connection between the objects, processes, events that exist in the environment, they know.

Understanding the importance of morpheme in a word, as well as the knowledge of the semantic meaning of affiks, affects the exact formation of speech in students. The task of the teacher is not only to make students understand the lexical meaning of the word, but also to increase their conscious use of pronounced consonants in the text. The study of the morphemic composition of the word is also of great importance in the formation of orthographic skills. Morphological printsip is the leading principle of Uzbek orthography, according to which words and their components (roots and suffixes) are written in accordance with the original.

Materials And Methods

Speaking of language material learning system, it is understood that it is a purposeful process that ensures the assimilation of knowledge in a clear, scientifically-based consistency and interrelation, as well as the formation of practical skills on this basis.

In order to prepare students for the understanding of the features of word-building, the teacher gives them the task of determining from which word a particular new word is formed and with what morpheme it is formed. For example, the teacher tells the border horse and hand over the selection of a stray horse, which denotes the person guarding the border (Border Guard). It is also possible to give the task another: the teacher gives the word and the word-building morpheme. The task of the teacher is to correctly compose a new word and explain the lexical meaning. For example, to make a new word from the word fish with the help of the suffix-chi (fisherman), it is entrusted to explain its lexical meaning, to

say which word is the constellation. In both assignments, students perform a morphemic analysis of the word. Bunda teacher draws the attention of the students with the help of which morpheme the word formed, from which category of words it is formed, what it means and which word category it is. Such exercises are based on the correlation of the morphemic composition with the lexical meaning of the words contained in the language and the method of word conjugation, which is characteristic of a particular category of words.

Some of such types of exercises:

1. Analysis of the text, which is a word of origin, by lexical-word declension. For example, the text is printed with dictation, as follows:

We have a flower bed in the yard. A variety of flowers are planted in a flower pot. They are taken care of by my brother, the florist. Flowers open in a suitcase.

Under the guidance of the teacher, it is determined what kind of word is different from one consonant, what is the declension with the help of a morpheme, what category of words it enters, what kind of meaning.

2. The lexical meaning is the replacement of the widely understood word with the consonant.

Task: Find a word that is relative to the separated word. Say which word category it belongs to and analyze it by the composition of the word. The apple tree is a lot of space. (Almezar.) A person who is engaged in the cultivation of cotton. (Grower.) The one who creates a garden and takes care of it. (Gardener.) A person who does business with a tractor. (Tractor.) Flower pot to burn. (Flower pot.)

Students with the help of a teacher determine from which word the same word and with what suffix it is formed.

3. To compose a sentence by commuting from the consonant words, which fall into a different category of words.

4. Tasks related to word-building.

White, from the case words-la,- th make new words with the help of suffixes. Prove in which word category the given and the words you make up.

From work, cotton wool, collective farm, water horses make noble horses. Analyze the words by composition. What part of the word did you use to make a new horse?

From the grass, from the dead feats, make noble horses. Analyze the nouns by the composition of the word. What additives did you use to make a horse from FE?

These tasks require students to pay attention to the features of word-building, morphemic composition of words, and will focus on determining whether the morphemic composition of the word is related to a particular category of words. In the elementary classes, he or she will observe the legalization of this or that word category propedetic character, the result of which will depend on the orientation of the exercise to the goal of mastering the subject, the correct Organization of active and individual work in the lesson, the appropriateness of the used lexical material to the level of the pupils, visual acuity.

Conclusion

The teacher determines to what extent the students have mastered a morpheme, depending on the skill of separating morphemes in words corresponding to the level of their morphemic composition

children; the ability to independently choose words that are formed from the root and form-forming suffix either from the root and word-forming suffix, or from the root, word-forming and form-building suffix;

On the basis of the performance of such questions and assignments as follows, it is possible to determine how students mastered the morphemic composition of the word:

I. Answer the questions: 1. Which part in the word is the most basic? Why? 2. What task does the word-building suffix perform? Prove by example. 3. Why does the suffix form-building in the word serve? Prove it.

II. Comparison of the meaning and composition of two words. For this purpose, words are selected (worked and started, grower and grower), which allow students to determine how much they understand the semantic significance of the word-building suffixes core and word-building.

III. Comparing the words, to prove that it is not an extract or an extract (salt, salted, salted, unsalted). which part is making them self-sufficient? which part forms a different meaningful word? answer your questions.

The IV. Analysis of the words of the gardener, sickle, garden, worker by composition: 1) selection of words from the root and word-building suffix, 2) suffix and form-building suffix, 3) selection of words from the root and word-building suffix, form-building suffix.

V. To compose a small story on the topic recommended by the teacher on the basis of base words.

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