SOME CONSIDERATIONS IN TEACHING UZBEK LANGUAGE GRAMMAR

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ABSTRACT

To inculcate our native language in the minds of the younger generation, self-awareness, to increase their interest in language learning, and in what form teaching is taught

Keywords: Thorough, pedagogue, terms, manner, stable, modals, masuma, authors.

1. INTRODUCTION

One of the most important tasks of us, educators, is to instill in the minds of the younger generation the grammar of the native language quickly and easily, accurately and perfectly, first of all, to arouse their interest in language learning. Well, the question arises as to how and in what order this can be done. At the same time, why does a student learn English grammar faster and easier than his native language, and why is it so difficult to learn native language grammar? In my opinion, just as English grammar is structured in a certain way for learners, the definitions of rules and terms are fixed and stable, and the idea in one textbook is not denied by another textbook.

The grammar of the native language (Uzbek) has been studied up to this time in textbooks published by various authors at the stages of primary education, general education, secondary special education, and a number of ideas and terms have been given. The diversity of reefs was allowed. As a result, graduates, applicants, and teachers preparing for higher education face a number of challenges. For example, in Grade 1.7, “Commas are preceded by a comma. But when it comes before the prompts, it is not followed by a comma. ”(P. 96)

But in Exercise 264, Hay, Master, said Masuma, “Then who will hear your lines? Isn’t giving (Mirmuhsin) against the definition?

2. Textbooks use commas, hyphens, and sometimes parentheses on both sides of the section. However, in almost all of the examples in Exercise 132 in Book III of AL, punctuation is placed before and after the separated parts. How can this be explained?

3. In Book II of AL (p. 264), the table on “Modal Words” is first included, for example, as modal words that express the order of thought. But in the 7th grade school textbook (p. 104), for example, which source is given in the form of a statement of evidence?

2. MAIN PART

In the Grade 4.6 textbook (p. 107), the suffix “qo” is used to denote a person's affiliation with a place by joining well-known and related horses. The suffix -lik, which is added to famous horses, turns a famous horse into a cognate horse and is written in lower case. However, in the first book of the academic lyceum (p. 130) on the theme "Formation in appendices" (youth (horse) is given as Syrdarya (quality). If the given examples do not correspond to the theoretical data, will there be no ambiguity in science?

In the Grade 5.8 textbook, it is stated that “Cause case is represented by additional conjunctions (” (p. 85, 2010). However, it is not mentioned in any of the books that the auxiliary comes after the auxiliaries or the -gani expresses the meaning of the cause. How could this be understood?

Although some of the above problems have been resolved due to the publication of new textbooks, the rule given in the punctuation information is that not only the learner, but even the teacher, is hesitant to perform the exercises based on the definitions. It is very sad that it happened. In written speech, the repeated commentary is usually separated by a comma, hyphen, and parentheses: the separated passage is separated by a comma on both sides: Azimjon met in a teahouse by the river, in a crowded place. (Grade 8 Mother Tongue 1 21- bet)

However, there are still many places where the definitions given in the current textbooks are not followed. M: Woe to those who do not know the essence of their lives, indifferent people (8th grade mother tongue, Exercise 168, sentence 5, p. 121). The word indifferent in this sentence is preceded by a comma, but not after. There are many such examples in textbooks. This is probably the reason why our students find it easier to learn a foreign language (English) than their mother tongue.

In addition, the availability of tables, diagrams, quality manuals with a variety of visual aids, a large number of audio and video lessons on learning English significantly simplifies the process of learning the language.
For example, I TABLE

| e horses ending in a vowel or consonant | +s  | Dog- dogs  
| Horse vocabulary (NOUN)                |     | Name-names |
|                                        | +es | Kiss-kisses  
| horses ending in ss, x, sh, ch, o      |     | Box-boxes  
|                                        |     | Brush-brushes  
|                                        |     | Church-churches  
|                                        |     | Tomato-tomatoes |
| horses ending in the letter y after the consonant letter | +s | Baby-babies |

The plural form of the horse

Exceptions
(special forms of plural form)

| Horses of the same form in plural and singular | Deer-deer  
|                                              | Sheep-sheep  
|                                              | Swine-swine  
| Horses ending in f and fe change to ves      | Wolf-wolves  
|                                              | Wife-wives  
|                                              | Knife-knives  
| The following horses change the flour in the stem without adding any | Man-men  
|                                              | Woman-women  
|                                              | Tooth-teeth  
|                                              | Goose-geese  
|                                              | Foot-feet  
|                                              | Mouse-mice  
| only plural horses                          | Trousers, glasses, clothes, spectacles, scissors, goods  
| only horses with a unit shape               | Sugar, milk, money, weather, peace,  
| Child and ox horses form the plural by adding a new suffix to the singular | Child-children  
|                                              | Ox-oxen  

in the example of our native language, if we teach the same information in tables, it will be easily absorbed into the memory of the reader and sealed in a memorable way. For example:

Plural form of noun phrase:

| 1 | Appendix: | children, books; |
| 2 | with number: | Fifteen students attended the class. We planted four apple trees. |
| 3 | as: | A large crowd had gathered on the square. I read a lot of art on vacation; |
| 4 | with diamonds: | What do you do with so many pens? |
| 5 | with repeated words: | a flower in a handkerchief, a man in a bunch, a basket of bread, a bag of wheat |

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1. In a written speech, the separated commentary fragment is usually separated by a comma, a hyphen, and parentheses; the separated passage is separated by a comma on both sides: Azimjan met in a teahouse by the river, in a crowded place. Grade 8 Mother Tongue Exercise 168, sentence 121.

Woe to those who do not know the essence of their lives, to those who are indifferent (Grade 8 Mother Tongue Exercise 168, sentence 5, page 121).
We know that English belongs to the Germanic language group of the Indo-European language family, while Uzbek belongs to the Qarluq group of the Turkic language family. However, by comparing the grammatical systems of these languages with each other and inculcating similar and different phenomena in the minds of students on a tabular basis, each language teacher is considered to have achieved his or her goal. At the morphological stage, similarities between the grammatical systems of the two languages are found in nouns in the suffixes of numbers and conjunctions, and in verbs in the suffixes of the categories of tense, relation, inclination, person, and number. In particular, the spiritual groups of adjectives are almost identical in both languages.

<table>
<thead>
<tr>
<th>#</th>
<th>Types of adjectives according to their lexical meaning</th>
<th>For example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Characteristic qualities</td>
<td>pretty (go’zal), angry (badjahl), eloquent (dilkash), good (yaxshi), bad (yomon);</td>
</tr>
<tr>
<td>2</td>
<td>Status attributes</td>
<td>Beautiful (go’zal), powerful (o’ktam), lame (cho’loq), stooping (bukri);</td>
</tr>
<tr>
<td>3</td>
<td>Dimensional attributes</td>
<td>tall (novcha), flat (yassi), long (uzu);</td>
</tr>
<tr>
<td>4</td>
<td>Measuring attributes</td>
<td>wide (keng), narrow (tor), long (uzun), near yaqin;</td>
</tr>
<tr>
<td>5</td>
<td>Qualities of color</td>
<td>white oq, black qora, blue ko’k, yellow ow sariq;</td>
</tr>
<tr>
<td>6</td>
<td>Tasteful qualities</td>
<td>sweet shirin, bitter achchiq, sour nor don;</td>
</tr>
<tr>
<td>7</td>
<td>Odor-giving qualities</td>
<td>aromatic xushbo’y, stink badbo’y, qo’lansa;</td>
</tr>
<tr>
<td>8</td>
<td>Adjectives denoting space-time</td>
<td>ichki, outer tashqi, wall devoriy;</td>
</tr>
<tr>
<td>9</td>
<td>Adjectives denoting time</td>
<td>winter qishki, summer yozgi, mornin g ertalabki.</td>
</tr>
</tbody>
</table>

It can be seen that the spiritual groups of quality are 6 in Uzbek as in general education textbooks and 9 in English, but there is almost no difference in content between them.

Another important point is that the morphology of the English language, in particular, is determined by the text, i.e., which word it identifies, in the definition of a word group, and in the mother tongue it is morphologically analyzed separately from the text. More precisely, in English, adjectives are considered to be adjectives if they are connected to a verb, a noun, and a word in a group of words close to a noun. In the Uzbek language, the quality remains the same, both inside and outside the text.

For example:

<table>
<thead>
<tr>
<th>#</th>
<th>In the Uzbek language</th>
<th>In the English language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He is a diligent (quality) worker.</td>
<td>He is a hard (sifat) worker</td>
</tr>
<tr>
<td>2</td>
<td>It works hard (quality)</td>
<td>He works hard (ravish).</td>
</tr>
<tr>
<td>1</td>
<td>He is a very good (quality) student</td>
<td>He is a very good (sifat) student</td>
</tr>
<tr>
<td>2</td>
<td>He translates the article very well (qualitatively)</td>
<td>She translates the article quite well (ravish)</td>
</tr>
</tbody>
</table>

3. CONCLUSION

It is well known that in English, adjectives are mainly used to express a sign in a sentence and to describe specific aspects and features of an object. In our native language, adjectives are not only a sign of the subject, but also a part of the action and the situation, and as a result, our students face a number of difficulties in determining the qualities and forms of the text.

Therefore, in the development of grammatical rules, it would be expedient to take into account the situation of occurrence in the text.

REFERENCES


[3] In the 1st book of the 3rd lyceum (p. 130) on the theme "Formation in appendices" youth (horse)

