

IMPORTANCE OF DICTIONARIES IN THE ANALYSIS OF NESTED WORDS IN PRIMARY EDUCATION MOTHER TONGUE CLASSES

G'iyosova Ferangiz

BukhSU independent researcher

Annotation: *In this article, the importance of dictionaries in the analysis of nested words in the mother tongue classes of primary education is scientifically and theoretically analyzed.*

Keywords: *Uzbek language, vocabulary, mother tongue education, importance, spelling, improving literacy, increasing vocabulary, important resource, student's main advisor, etc.*

A large number of cognate words belonging to different groups in the textbooks of the native language and reading books of primary school shows the need to work separately on cognate words and create exercises on cognate words in primary grades. Also, this situation means that creating a vocabulary of nested words for elementary school students is one of the most urgent tasks today. uses methods. Therefore, such exercises can be called logical exercises.

Logical exercises organize children's knowledge about things and the environment and teach them the right way of thinking. The task of logical exercises is to teach children to separate the important and general from objects and events, to express them clearly in words, to enrich their knowledge from the material side and to grow it from the intellectual side by teaching them a system of logical methods. is considered

Logical exercises are of great importance in the general growth of children's vocabulary and language, and are carried out in connection with dictionary work and other language-related activities. Logical exercises are very diverse:

1. Make a group of things related to the topic: outerwear (shirt, costume,...) and footwear (boots, shoes,...) such as pets and wild animals. In this, children are taught to answer the question "What is this?": What is this? - A bus. What is a bus? - A car.

2. List one type of thing and name it with a generalizing word. For example, how can you name a table, chair, wardrobe in one word? (Furniture)

3. To separate the objects that do not belong to the same group. For example, a pencil, ruler, eraser, chair are shown, the students separate the educational tools, they say that the chair is not part of the educational tools, it is furniture.

Such an exercise can also be conducted as a game: certain words are given, and it is required to find an excess and explain why it is an excess: swallow, sparrow, cat, musica.

4. Classification of subject names and sign words into groups.

In this case, words such as teapot, ax, ax, bowl, saw, and plate are mixed. Pupils group and name the dishes: teapot, bowl, ... ; the name of working tools is written as: ax, ax, ... Words denoting the sign of things are also mixed, and children divide them into four groups (color, taste, shape, feature).

5. Generalization by contrast: swallow, sparrow, nightingale - what about birds, chicken, rooster, turkeys? (Poultry.)

Logical exercises should be meaningful, connected with the experience of students, teach them to think correctly, clarify their knowledge and serve to organize. Such exercises are used in ocrni and other lessons, as well as in reading and grammar lessons. One of the main tasks of primary education is the formation of general learning skills and competencies in students. Among the general learning skills, the ability to use various dictionaries and reference books takes an important place. At the moment, the need and habit of a person to understand his linguistic difficulties and try to solve them with the help of a dictionary is a personal characteristic of a person, one of the signs of his culture.

Currently, many dictionaries with different functions have been published and are being published in our country. However, our observations show that the level of using dictionaries in native language and literature classes in primary and upper grades is very low. One of the reasons for this phenomenon is that the need and skills of using a dictionary have not been formed in students since childhood. If the child does not have the need to refer to dictionaries in the early stages of education, if he does not develop the ability to find the target in the auxiliary tools and quickly find the necessary information, then his transformation into a full-fledged user of the wealth of available dictionaries suspicion That is why it is necessary to start working with dictionaries from the primary grades.

In order to develop a system of working with linguistic dictionaries in elementary grades, it is necessary to define a series of skills that are structural works (operations) of the complex skill of using a dictionary.

One of the main dictionaries used in primary grades is an explanatory dictionary. The main task of working with an explanatory dictionary is to increase the vocabulary of primary school students.

The task of working with an explanatory dictionary in the 1st grade is to form the student's ability to find the necessary word in the dictionary and understand the structure of the dictionary article (mainly in single-meaning words). Finding the dictionary article and telling the page number is done in the form of a competition, a game.

The task of working with an explanatory dictionary in the 2nd grade is to form the student's ability to understand the structure of a dictionary article, distinguish words with multiple meanings and similar forms.

The task of working with an explanatory dictionary in grades 3 - 4 is to teach students to work independently with the dictionary. It is possible to ask the students to separate the words in the text that they do not understand and to find their meaning using the dictionary.

As a result of studying the experience of teachers, it can be concluded that vocabulary work should take the leading place in the lessons of the mother tongue. The effectiveness of this work depends on the professional skills of the teacher. Use of new technologies increases children's interest in lessons. And working with a dictionary - one of the new technologies in teaching the mother tongue - is a culture cultivation technology. Students should be able to use all types of vocabulary. This undoubtedly increases their cultural and speech level.

A primary school student who has the habit of turning to one or another dictionary (depending on the problem) is ready and able to consciously find answers to linguistic problems it can be considered that the basis for educating a cultured person has been created.

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