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2nd Grade in the Textbook” Native Language and Reading Literacy ” the Use of Types of Words According to the Attitude of Form and Meaning

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In the process of education, it is important to develop creative and critical thinking, the sphere of thinking by teaching students to observe, understand, compare, analyze and synthesize events. The science of native language and reading literacy serves to accomplish these goals .

Among the linguistic skills in the qualification requirements for a second – grader in the subject of native language and reading literacy, the following skills are also cited: OTO’S.2.LK.5 determines the meaning of words and terms (like unfamiliar word, Synonyms, Antonyms, word forms)in the section of Sciences based on the points given in oral and written text corresponding to the level

Therefore, in the structure of this textbook, the role of the words used in order to develop the linguistic competence of students in both types of words according to the attitude of form and meaning: synonyms, antonyms, homonymy is important and acquires relevance in the formation and enrichment of students ' speech.

B.Mengliyev's Dictionary "Komus” lists the following information under the name " type of a word according to the attitude of form and meaning": the word is divided according to the attitude of meaning into a word with a meaning, a word with a contrary meaning, a native, a word in a whole-part, a word in a type-gender relationship, and according to

And in primary classes, mainly such types of words as meaningfulness, contrary meaningfulness, formality and pronunciation (paronym)are taught in a practical way from the above types according to the attitude of form and meaning. Such words teach students of younger school age to correctly understand the word in their speech, to be able to use it appropriately in communication activities. Explaining the meaning of words enriches the vocabulary of readers, cultivates speech .

The terms of the subjects taught in elementary grades are also included in the line of words that must be explained. Explaining the meaning of the terms helps to better understand the concept that this word means. For example, with an explanation of the meaning of the term subject, readers will learn that the subject is used in a broad sense, that all things, phenomena, concepts in nature are called subjects .

In the new 5-roof Explanatory Dictionary of the Uzbek language, these units are interpreted as a term as follows:

Antonyms are units of language (speech) with opposite, opposite meanings. E. g., white-black, hard-soft, bitter-sweet antonym words .

A synonym is each language unit in a line of language units whose form is different, and the meaning is the same or slightly different. Synonyms are of great importance in highlighting a literary work, in an attractive expression of thought .

Homonyms-form and pronunciation, that is, one is written and spoken, but the meaning is different-other words are formative words .

Paronyms-pronunciation, hearing and morpheme composition are similar, lexical meanings are other-other or partially close words: honor-wine, tanbur-tambur, preferably-like abzal .

When teaching the subject of native language and reading literacy, the focus is on the student's four language skills: reading comprehension, listening comprehension, speaking and writing, and the formation of grammatical literacy . Alternatively, the linguistic knowledge of the student is also strengthened. Through such knowledge, students will feel how rich our native language is, its charm. In the textbook, we encounter many types of words according to the attitude of form and meaning(homonym, antonym, synonym). And when working with them, we should pay

attention to the following. K. In the textbook "methodology of teaching the native language" by Kasimova, the types of exercises used in elementary grades are presented when working with such words .

In elementary grades, exercises related to the word meaning are used as follows:

1. Grouping of given meaningful words.
2. Choosing a synonym for a given word.
3. Move the text by putting the dropped synonymous words in their place.
4. Moving words by placing a suitable one.
5. Construct didactic material using a line of synonymous words and work exercises with it.

Work on words with opposite meanings:

1. Antonym selection to given words.
2. Contrary to the conclusion of the sentence by attending a zero words.
3. Finding an antonym in a given sentence.

Work on formative words:

1. Comparing the meaning of words in a word combination.
2. Reading sentences and saying the meaning of the highlighted words.

At the end of the second grade textbook of mother tongue and reading literacy, " the words given in the text are given in the dictionary." In it, the meaning of words in the texts is highlighted, the trace of these words is expressed by information that is understandable to everyone. In addition, Part 2 of the textbook is written on Page 59 after the text entitled " The City in which you need to be born", which is given a new submission.

In the first part of the assignment, "Samarkand -" Saigal of the Earth's face". What do you think the word "saqal" came from? In the case of "Mark suitable answers", the following words are written into the color forms: [reputation, appearance, Polish, decoration, beauty, heart]

In the second part of the assignment, " if the castle is strong Ham, he will have suffered a lot of attacks, witnessed Wars. In what meanings was the combination "witness" used in your-cha, real estate? Under the "mark suitable answers" are written the words [seen, caused, witnessed, destroyed, without rules].

In the third part of the assignment, however, " a few were included in the stacks. In what sense do you think the word "ruin" came from this? Mark suitable answers " given the words [desolate, broken, unattended, immaculate, old, unkind]. Readers will have to find out which of these words corresponds to the given words. It is possible to study here more than once, the purpose of this is that the resourcefulness of educational institutions has been proven, it is considered appropriate to give good health.

It was not for nothing that the role of working with words with a contrasting meaning in elementary grades was said that "the essence of everything is manifested in its contradiction." Therefore, in the education and education of younger school-age people, information about the environment is provided to them. In the textbook, questions for the opposite meanings are considered embedded in it. For example, in Task 5 on page 77, the condition "to write clearly the opposite meanings from the given Proverbs" is given. At the beginning of it, this status is given: " say a little word and look forward to the work", "eat a good word, eat a bad word," "ask a bitter question and do not wait for a sweet answer."...

Pupils from real estate: [little by little], [good-bad], [bitter-sweet],.... it will be necessary to find words with opposite meanings, such as: Also, in the statement of the tale " Emerald and kimmat " on page 78, the words with the opposite meaning were vividly reflected. In this case, the use of sonorous meanings is carried out when students study the characteristics of two girls. For example, they are like [polite-indecent], [hardworking-lazy].

Similar examples are published in the textbook, when working with them, we receive such literature as "isochli Dictionary of synonyms of the Uzbek language", "isochli Dictionary of homonyms of the Uzbek language", "isochli Dictionary of antonyms of the Uzbek language", "isochli Dictionary of paronyms of the Uzbek language", "isochli Dictionary of paronyms of the Uzbek language".

When working with spiritual words, the method of " flower petals " more than educational methods of learning gave a good effect. In this method, the word head (dominanta) in the synonymous row of the place of the flower is written, and its meaning is written on the leaves. The variety in the flower petals attracts its teachers and serves to keep them in mind for a long time.

One of our interesting game techniques in attention to antonym word learners is the black-and-white method. In this, readers were referenced in the case of mixing opposite words, while black and white Rams were hooked on the board side by side. Readers are divided into two groups, the first group is writing words with opposite information to the White tetanus, the second group is writing down meanings contrary to it accept the whole .

In conclusion, the Uzbek language is very rich in synonyms, homonyms, antonyms, paronyms, from other languages it is separated by your own multifaceted, Polish. The lyrical heritage of our ancestors, who also created in the literary field, the gazelles of Beth - u are decorated with such purma'no words. In particular, the great Alisher Navoi

take the Ghazali of our grandfather, face friends like this, consider the wealth and attractiveness of our grandfather's language so that we would not be mistaken if we say that we left a legacy for generations.

Information about the form and content of words is enriched by our language, homonyms ensure its versatility and compactness. Through antonyms comparison in readers, critical thoughts develop. Paronyms, on the other hand, Rob and write to ensure uniformity, to understand words that are close to each other, serve to differentiate their content. To get acquainted with the wealth of our native language as early as the management class of educators, to get acquainted with the weapon of the word, to learn the language and speech of their thinking, to become a mature master of the word chosen by them in the future of those who read, and at the same time in the future of our language,

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