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## **METHODS OF TEACHING A HORSE IN PRIMARY SCHOOL**

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**Abstract:** The article describes the methods of teaching horse vocabulary in the process of native language sciences taught in primary school.

**Keywords:** Horse, methodology, elementary school, language, mother tongue, grammatical feature

### **Introduction**

The system of teaching the subject "horse" is a goal-oriented process, in which the generalized meaning and grammatical features of the word group are studied in a clear sequence, in a scientifically based relationship with each other, as well as gradually complicate the exercises.

As a linguistic phenomenon, the characteristics of the horse, the tasks of learning it, the amount of material for each class, taking into account the age characteristics of students, the sequence of their study are determined.

Tasks of teaching a horse in primary school: 1) to form a grammatical understanding of the horse; 2) who? Which of the following is the answer to the question (stated by the person)? develop the ability to distinguish horses that represent the answer to a question (representing an object, animal, beast, etc.); 3) to form the ability to capitalize people's surnames, first names, patronymics, names of animals and geographical names; 4) to develop skills in strengthening the knowledge of the variation of horses with agreements and the writing of adjectives; 5) enriching students' vocabulary with new names and developing the skills of their proper use in speech; 6) knowledge of word analysis, comparison, generalization.

Each of these tasks is solved not separately, but in an interconnected way. At the same time, more emphasis is placed on solving a task that needs to be performed at a certain stage of the study of the topic of "Horse". For example, in grades I-II, attention is paid to mastering the signs of the horse as a word group (what it means, questions, singular and plural), in grades III-IV, attention is paid to the variation

of the horse with possessive suffixes and spelling suffixes. The task of developing students' speech and thinking is solved at all stages of the study of the subject. The whole process of learning grammar material and building spelling skills is focused on enriching students' vocabulary, developing related speaking skills and thinking skills.

As a group of words, the horse is distinguished by certain lexical meanings and grammatical features. The common lexical meaning of all nouns is the expression of the subject. Horse living beings (man, bird, animal, bee, ant), earthly and celestial objects (sun, stars, rivers, mountains), plants (cotton, alfalfa, flowers), events (gathering, meeting), natural phenomenon precision, movement -state (sleep, love, joy).

The grammatical symbols of horses are used in the singular and plural of horses. Ownership changes with affixes, varies with agreements, has more in speech, comes in the function of complement, determiner, as well as case and cut. The horse combines adjectives, numbers, rhymes, and verbs in speech.

The meanings and grammatical features of the horse are quite complex, so knowledge about the horse is gradually formed in the process of performing practical tasks in students.

### **Main part**

The stage of preparation for the study of the horse coincides with the period of literacy training. At this stage, students learn to distinguish between objects and words with their names, focus on the lexical meaning of the word (each word has a meaning), develop the ability to group words (horses denoting birds,

fruits and vegetables, clothes, etc.) according to their meanings. Grouping exercises based on the lexical meaning of words develops the ability to compare horses, identify similarities, and abstract. However, in order to form a grammatical concept, students need to master the grammatical features of a word as well as its lexical meaning, while not knowing the specific meaning of the word well enough.

In the next stage, special attention is paid to the lexical meanings and grammatical features of the horse (the answer to the question "who? Or what?", The explanation of the subject) is explained. What are the names of the students who answered the question? learn to distinguish horses that are the answer to the question. Words denoting natural phenomena are divided into groups. The signs that are common to all of these words are identified: who do these words denote objects? question or what? will answer the question.

According to the program, elementary school students are not required to be introduced to horses with abstract meanings (such as goodness, beauty, confidence, joy) made up of adjectives and other word groups. But if it occurs in the text and the students ask curiously, the horse is explained on the basis of the signs that the children have learned (what? To answer the question, to state the name of the subject).

To show that horses have all the importance in speech, the teacher selects a text from a reading book and instructs students to find horses from the text and then read the text without those words. When students read by dropping horses from the text, they discover that the content of the text is incomprehensible. Conclusion: The horse is the name of the objects that surround us, without these words we cannot explain our thoughts to each other.

In the third grade, in the process of working on the topic "Numbers in horses", ie the use of horses in the singular and plural, students should be able to: 1) distinguish horses used in the singular and plural by meaning and suffix; 2) to form a plural noun from a plural noun and vice versa; 3) the ability to use horses correctly in speech, taking into account the connection of words in speech. The use of

horses in the singular and plural is explained using the method of comparison. To do this, we compare horses denoting one object and several such objects: notebook - notebooks, pencil - pencils, pear - pears. On the basis of the conversation, it is determined how many (one) objects the word notebook means and how many (two or more) objects the word notebook means (in other words, the same). A simple conclusion is drawn and generalized: if nouns denote one object, they are used in the singular, if they denote two or more objects, they are used in the plural. To make a plural horse, the suffix -s is added to the horse in the unit. Who are the horses in the unit? or what? to the question, who are the horses in the plural? or what? will answer the question. It is not specifically explained to the students in this class that horses used only in the singular, such as army, army, people, which are used in the singular, have a plural meaning, when the plural suffix is added to such horses. If students ask questions about it, it can be explained in a simple way. Observing the use of horses in the singular and plural is actually the initial stage of working on the word form. In doing so, students make sure that the lexical meaning of the word does not change by replacing the horses with the plural suffix, i.e. by adding a form-forming suffix to the horse. The topic of "possessive suffixes in horses" is complex for elementary school students because by the time the subject is studied, children will not have yet learned the possessive suffixes that are not familiar with the concept of "person". It is difficult to explain to students that the possessive suffix refers to one of the three persons in the subject singular and plural. With this in mind, it is advisable for the teacher to begin by explaining the lexical meaning of the word "possession" in the title when introducing students to possessive suffixes in horses: possession means belonging, belonging, belonging additions indicating that the owner is understood. Horses are used with possessive suffixes. The possessive suffix added to a horse means that the object represented by that horse belongs to someone, that he is the owner of that object. Let's look at some examples: The book I read yesterday was



interesting. Is your book interesting too? Rana's book was also interesting.

My book, your book, the words of the book are analyzed according to the word structure, and students determine that the book is a stem, -im, -ning, -i suffix. The teacher instructs the teacher to compare the words of the book and my book to think about the meaning of the suffix -im, creating a problematic situation: the children think about the meaning of the suffix, but the concepts of the meaning of the word my book (my book is my book) cannot form. The teacher explains briefly. There are three persons in the language: the speaker or the I person, the listener or the II person, the other or the III person. Now I speak to you, I explain to you, then I am the speaker, now you are listening to me, then you (you) are the listener, and those who are with you and not me are him (they are the other). You know that horses singular and plural apply to you. It is known that something can belong to one person or to two or more people. These meanings, that is, that an object belongs to one of the three persons in the singular or plural, are expressed by the possessive suffixes attached to the horse. For example, the -im suffix you have added to the word my book means that the book belongs to the first person, that is, the owner of the book is the 1st person (the suffixes -ing and -i are also explained in the same way). The suffix -imiz in the word of our book means that the book belongs to the person speaking, as well as to many people. (your suffixes, -i are also explained in the same way). A brief conclusion is drawn: such additions to horses are called possessive additions. Ownership suffixes mean belonging, ownership. Ownership supplements are added to horses in two variants. Horses ending in the last vowel and consonant, such as brother and my book, brother and book, brother and book, are analyzed according to word structure, suffixes are compared, and conclusions are drawn based on the conversation: -m, -ng, -si, - to horses ending in the last vowel miz, -ngiz, -si possessive suffixes, -im, -ing, -i, -imiz, -ingiz, -i possessive suffixes are added to horses ending in a

consonant. After that, students read the rule in the textbook and analyze the table.

To develop students' skills about possessive suffixes, exercises such as analyzing the content to find the noun used with the possessive suffix in the text are used to identify the possessive suffix: add a dropped suffix to the given noun in the text, say which person or persons the subject belongs to. The work on the possessive suffix does not end there. knowledge of how to form a phrase.

Conjunctions are a syntactic category, the conjunction represents the relationship of nouns with other words in a sentence. Hence, in teaching conjunctions, it is assumed that students know the connection of words in a sentence. Work on agreements begins after students have learned to distinguish between semantically and grammatically related words (phrases) in a sentence. Working on agreements is also working on connecting words in a sentence. To know the consonant, the reader must know exactly which word the horse is associated with in the sentence. When a horse is connected with other words in a sentence, the change with suffixes is observed much earlier. In fact, students are practically acquainted with the change of word form in the first grade, but they still do not know what the word form is. In the next class, children are introduced to form-forming (word-changing) suffixes, which they understand serve to connect words in a sentence.

## **Conclusion**

The main task of working on a horse in class III is to teach the conscious use of the horse's conjugation forms in expressing ideas and to write the conjugation suffixes correctly.

In this class, the horse is studied in the following sequence: 1) to give an idea of the variation of horses by agreement; 2) to teach the diversity of plural horses; 3) To teach the features of each contract separately and to develop the ability to write the suffixes of the contract in connection with it.



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