METHODS USED IN THE FORMATION OF MORPHOLOGICAL COMPETENCE OF STUDENTS

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Abstract: The article explains the methods used to form students' morphological competence with the example of the variation of horses with conjunctive suffixes.

Keywords: pedagogical activity, elementary school, morphological competence, noun phrase.

One of the main requirements of the special curriculum of general secondary education, based on the state educational standard, is to increase students' oral and written speech and cognitive activity. To do this requires the use of effective methods and techniques that teach students to think, reason, reason, discuss, and draw conclusions about linguistic phenomena.

The Grade 4 Mother Tongue program is designed to remind students of their previous knowledge and to provide them with new knowledge. For example, in Grade 3, the subject of modifiers that connect words in a sentence is studied. In Grade 4, modifier suffixes are taught in more depth in the use of conjunctions in horses. In this class, word modifiers consciously master a topic by working on which word group to link to which word group.

At present, the focus of educators and psychologists is on the theoretical foundations of the subjects and their structure, as well as the activities of students, the relevant psychological and pedagogical laws, as well as the factors of effective management of educational activities. Increasing students' cognitive activity and motivating them to learn is a pressing issue. It is well known that in addition to concepts such as cognitive activity, cognitive activity, and cognitive initiative, cognitive independence is also important.

Methods of practical application from the mother tongue play an important role in the formation of students' learning skills and abilities. Much work has been done at different stages of mother tongue education on the use of acceptable types and forms of methods, methods of teaching students language analysis, and problems in improving their practical language skills. For example, K.Qosimova. S.Matchonov, H.Gulamova, Sh.Yuldasheva, Sh.Sariev's textbook "Methods of teaching the native language"; "Mother tongue lessons in the 1st grade" by H. Gulomova, T. Gafforova; "Mother tongue lessons in the 2nd grade" by K. Kasimova; "Mother tongue lessons in 3rd grade" by M.Khudoyberdiyeva; H. Gulomova's methodical manual "Mother tongue lessons in the 4th grade" provides information about the methods used in mother tongue lessons.

The methods used to teach students to think independently in primary school mother tongue classes are also described in A. Khamroyev's manual. However, the methods used in the study of the use of horses by conventions in the primary education system of the system of continuing education are described in more detail in the manual "Mother tongue lessons in 4th grade."

In order for students to master the use of horses with conventions, they need to learn new ways of learning, be able to complete learning tasks independently, and be able to control themselves.

The subject of the use of nouns in conventions is mastered by observing, analyzing, identifying, comparing, grouping, and summarizing language material. Then, to reinforce the topic, it is recommended that you do the exercises in the textbook first. Exercises can be done in different ways: orally or in writing with the class or independently.

The following opinions are given about the methods used in the lessons of the native language by K. Kasimova, S. Matchonov, H. Gulomova, Sh. Yuldasheva, Sh. 'is a way to achieve a goal set in a learning process organized in collaboration with students.

Methodology is a set of disciplines that serve to educate the individual, increase his knowledge, and ensure the effectiveness of education. Until the end of the 19th and 20th centuries, the explanatory-narrative method, the conversational method, the analysis-synthesis method, the independent work method, the inductive and deductive methods were used as the teaching methods in the organization of mother tongue lessons.

The narrative method was one of the main methods used in mother tongue lessons. The teacher assessed the students' knowledge of the topic before explaining. This encouraged students to follow the teacher's statement, listen, and be active. The teacher's statement, that is, the method of narration, based on the nature of the grammatical subject, the teacher explained the information in his own words. The task of the teacher is to explain the important points of the grammatical topic in a clear, concise, consistent manner with the analysis of examples. In elementary school, the narrative method lasts 3-5 minutes, depending on the age and memory status of the students. The narrative method is still used today.

Conversational methods are widely used in the teaching of the mother tongue in the primary grades and are appropriate to the nature of the students at this stage. The interview method is also called the question-answer method. The interview method is aimed at finding questions from the teacher that reflect the nature of the topic, identify important features of the grammatical topic, distinguish their similarities and differences, group them according to similarities and differences, summarize, draw conclusions to compose, to pass them on to students consistently.

The use of conversation as a problem-based learning method in the primary grades has a great impact on student engagement in education. The problem-based teaching method was founded in 1894 by the American educator and psychologist J. Dune. The purpose of this method is not only to help students master scientific concepts, but also to develop students' cognitive abilities and creative abilities. During the interview, the teacher assigns a problem to the student and creates a problem situation in the classroom. The student solves this problem based on his / her previous knowledge. Due to the lack of life experience of primary school students, the teacher asks questions to help solve the problem. If the student can't solve the problem, the teacher has to solve it. Therefore, the problem-based learning method in the primary school is also called the semi-research method. For example, problem-based learning can be used to organize lexical-semantic and grammatical exercises. This method can be used from 1st grade. This method can be used to explain the role of sound in distinguishing the meaning of words when studying the topic of "Sound and letter", as well as in the study of "Meaning of words", "Speech and speech". For example, to study the meaning of a word, words with different meanings, that is, different word groups, are written on the board in a mixture. Students will be asked to answer the following questions:

Words: book, kurdi, doctor, eight, red, pencil, read, green, builder, ten, teacher, eight.

Read the words.

➢ "What does the first word mean?" Something or a person?

➢ "What question do we ask for that word?"

➢ Does the second word mean action or something?

- What question do we ask about this word?
- Which words mean quantity?
- What question do we ask about these words?
- What words mean color?
- What question do we ask about this word?

Find the words that describe the person (professional) in the words and write them in a column.

- In the second column, find and write the words that mean something.
- In the third column, find and write the words that indicate the action, and so on.

  After the students have completed the task with the help of the teacher, a problematic question arises:

- What is the difference between the above words?

  If students can't say "meaningfully", the teacher solves the problem:

- These words differ in meaning and questions. Think about what features do we group words into? How many words can be grouped?

The Q&A shows that the conversation with the students is developing and the students are gaining new information during the conversation. At the end of such conversations in grades 3-4, students draw their own conclusions. In such conversations, in addition to the age and level of the students, time is also taken into account. The longer the conversation, the more tired the students will be and the lower the level of mastery.

The method of analysis and synthesis was introduced into literacy classes through the work of Russian-language schools and Tatar teachers. Analysis of the process of mother tongue education is applied in order to identify important features of the grammatical phenomenon, to reveal and strengthen new aspects of the studied grammatical concept. Phonetic, lexical, morphological and syntactic analysis is a practical application of this method. Synthesis is the rounding of grammatical material learned into parts. For example, when studying word groups such as nouns, adjectives, verbs, numbers, they are given words related to them, to form sentences with their participation, to compose sentences from compound words, to compose sentences by sorting compound sentences based on the course of events, content the method of synthesis is manifested in such works as the creation of a story based on the analyzed picture. In the analysis-synthesis method, the activation of students also depends on the questions and tasks that the teacher asks students, the forms of work organization.

In the induction method, students observe, analyze, and draw conclusions and definitions based on language evidence suggested by the teacher.

In the method of deduction, the student gets acquainted with the ready-made rule - definition, and reveals its essence on the basis of linguistic evidence.

The effectiveness of these methods depends on the content of the teacher's questions focused on important aspects of the grammatical phenomenon, consistency, forms of organization of activities, teaching aids (textbooks, dictionaries of various kinds, pictures, tables, technical aids) 'ladi.

All of the above methods can be used to study the use of the horse category in conventions. The success of these methods depends on the teacher's questions. Encouraging a young student's cognitive activity with questions encountered along the way does not produce the expected results.

In elementary school mother tongue lessons, the independent work method is mainly used during the exercises to reinforce the topic being studied. Students complete independent work orally or in writing on behalf of the teacher. Assignments should not be difficult or time-consuming, and should be

designed to be completed in a timely manner to the best of the student's ability. The task for independent work is given from the 1st grade and is gradually complicated.

Independent student-assisted didactic materials should also be used.

The teacher must equip students with new knowledge in order to organize independent work. In fact, the students' independence during the lessons is independent. The effectiveness of the lesson is enhanced by the introduction of new material, as well as by students' independent assignments and problem-solving activities. Independent work will continue after school. This includes tasks assigned to a normal home.

From an educational point of view, these methods help to independently acquire, repeat, strengthen and deepen theoretical knowledge and practical skills.

In an educational sense, they cultivate such qualities as independence, diligence, and responsibility.

The above methods help students to develop thinking, skills and abilities, strengthen their will. These teaching methods prepare students for independent work and successful continuation of education in the later stages of education.

In recent years, in addition to traditional methods, concepts such as pedagogical technology, modern pedagogical technology, and teaching technology have entered the education system. Educators note in their research that this means the same thing.

Enhancing curiosity is a complex issue, and the effectiveness of students' learning depends on how these issues are addressed.

According to psychologists, the intensification of educational activities develops interest in learning. Students' interest is stimulated by the learning process.

The teacher thinks of different methods, taking into account the importance of developing an interest in knowledge from the beginning of the lesson. The three most important are: first, to focus students' attention on the goals and objectives of the lesson; second, to arouse interest in the content of repetitive and newly studied material; and third, to enable students to engage in activities that are of interest to them.

In order for students to actively understand the new material, various problems are created in the native language.

Repetition can also be a stimulus to interest in knowledge and can focus on the most important material being studied.

Exercise games, activity games, modeling games, and other forms of didactic play are also used to engage students. During the game, each student is active, and there is a competition between individual students or teams. Because students who know only the material studied can participate in the game, they view the game not only as a game but also as a serious and fun activity. The use of didactic games in mother tongue teaching is somewhat covered in the literature.

Students will be active only when they are ready to complete the tasks required for the assignment. Textbooks play an important role in students' independent learning.

Regular work with the textbook in the classroom is very important to develop the ability to work independently with the book.

The teacher gives assignments to work with the textbook after learning new material in the classroom or during the learning process. Independent work is given only exercises during the lesson. That alone is not enough. Additional assignments need to be developed.

The teacher takes a creative approach to the conditions of the exercise, depending on the level of mastery and time of the students in the class. The textbook includes exercises such as homework copying, grammar-spelling, phonetic-spelling and lexical-grammar. additional types of work: cards,

various educational games, independent work, educational dictations and tests. These are done in an independent way. In reinforcement, dividing the class into groups and giving individual assignments to each group will give the lesson a competitive look and increase your student's interest in the lesson.

The lesson ends with a question from the students, "What did you learn in class today?" Or a summary of the topic.

At the end of a section of the textbook, as well as every 10-15 days, at the end of the quarter, there will be a written essay, dictation.

Texts for written work are selected from the "Dictation Collection", "Statement Collection".

There will be 2 hours of written work, analysis and error handling. Most of the above work is done independently. This means that the study of the variation of horses with conjunctive suffixes must also involve the constant and consistent use of independent work. "What is the school doing about this?" In order to answer the question, mother tongue lessons were observed in grades 1-4. In 4th grade, we learned how to pass agreements. During the study, teachers and students were interviewed, and their written work and notebooks were checked.

The teachers performed the exercises in the textbook independently for the students. In some cases, additional tasks were added to the training conditions.

Through observation and analysis of the course process, we came to the following conclusion:

➢ teachers in the native language classes are mainly ready to explain a new topic;

➢ almost no additional study material is included in the lesson;

➢ do not use different types of independent work;

➢ understand independent work mainly for gifted students;

➢ used tests for independent work;

➢ did not use spreadsheets, crossword puzzles and other independent work;

➢ did not use grammatical puzzles;

➢ from the creative work they did only what was planned.

The analysis shows that independent work in mother tongue classes is not used effectively. In 4th grade, we watched a tutorial on passing contractions. In it, the teacher did only the homework. Some of the passages, including the interconnected words, were written in a compound form, and the students were ready to recite them if they had difficulty.

From this, we conclude that it is necessary to develop forms of independent work content to teach students to think independently during the transition to agreement.

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