



## FORMATION OF GRAMMATICAL CONCEPTS IN PRIMARY CLASS STUDENTS

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### ABSTRACT

This article analyzes grammatical concepts, their features, scientific and methodological works created in connection with their study in primary school. The morphological competencies developed in primary grades and interactive methods used for the effective acquisition of grammatical concepts are outlined. The practical application of the method is explained.

### KEYWORDS

Primary education, grammatical concept, morphological concepts, syntactic concepts, methodology, competence, problem-based research method, lexical material.

### INTRODUCTION

Education of competitive individuals in the current globalization process is one of the urgent and necessary problems of the day. Because revolutionary changes taking place in society cannot be implemented without changing a person's own worldview. For this "... it is necessary to raise the content of education to a qualitatively new level, to establish a system of

highly qualified personnel training, which will make a worthy contribution to the sustainable development of the social sphere and economic sectors, and will be able to find its place in the labor market. Based on these tasks, special attention is paid to improving the technology of teaching the mother tongue in primary



classes, organizing lessons based on an innovative approach.

Conscious mastery of grammatical concepts is of particular importance in the formation of linguistic competences in primary school mother tongue classes.

### Literature review

Grammatical concepts represent generalities. This feature of it is one of the reasons for the difficulties encountered in the formation of concepts is one. Special exercises aimed at forming a set of specific mental skills and linguistic knowledge are required to master the grammatical concept. A number of foreign studies, in particular, D.N. Bogoyav-lensky, A.M. Orlova, N.P. Kanonikin, N.A. In the studies conducted by Shcherbakova and other scientists, methodical guidance was given on difficulties in mastering grammatical concepts by schoolchildren and their elimination.

Grammar in the Uzbek language teaching methodology in primary grades problems of formation of concepts K. Kasimova, S. Matchonov, Kh. Gulomova, Sh. Yoldosheva, Sh. In the textbook created by the Sariyevs, U. Avdu-rasulova, G.E. Sheraliyeva, M.I. In the works of Jorayeva, their research objects are explained from the point of view.

### Analysis and discussion of results

This article analyzes the improvement of the methods used in the textbook "Methodology of teaching the mother tongue" and the improvement of the effectiveness of the educational process.

Each language level has its own importance in the language system. While studying a grammatical concept, the student should feel its importance and be able to use his grammatical knowledge in independent creative works. For this, the teacher needs to develop

methods and methods suitable for the subject, a system of exercises.

Formation of grammatical concepts at school M.T. Baranov, M.R. Lviv, T.G. Widely and comprehensively studied by the Ramzaevas. According to them, the acquisition of grammatical concepts by elementary school students is a long, complex process, and in the organization of work on the concept, the linguistic essence of the studied concept, the psychological process of acquiring knowledge by young students and they argue that it is necessary to take into account didactic features, the interdependence of students' speech and mental development. In the textbook "Methodology of teaching the mother tongue", four stages are distinguished in the study of grammatical concepts in elementary grades, methodical conditions for mastering concepts are shown, methodical guidance is given on exercises used to strengthen grammatical concepts instructions are given. "It is necessary to determine the lexical material, methods and tools to be chosen for mastering the concepts," it is emphasized.

In the analyzed scientific-methodical literature, similar opinions are expressed regarding the problem that we have taken as an object. Here we focus on 1) the lexical material to be selected; 2) the importance of grammatical understanding in the formation of the student's communicative competence and moral education; 3) we focused on the selection of methods that help to develop mental activity of students.

It is also appropriate to pay attention to the characteristics of the lexical material selected for the study of grammatical concepts, its importance in the intellectual and moral development of students. The grammar studied in the selected lexical material

if literal concepts are used a lot and appropriately, students will learn the features and methodological



uses of those grammatical concepts. In addition, students should feel the importance of the knowledge they have gained from grammar in everyday life. Of course, the mentioned aspects should be taken into account separately in school textbooks.

Grammatical concepts intended to be studied in elementary grades are given on the basis of general didactic and methodical requirements in the section of classes based on the principles of coherence and consistency. For example, in the current textbooks, it is planned to form the concepts of nouns, adjectives, numbers, verbs, personal pronouns from morphology, the concepts of sentences, types of sentences according to the purpose of expression, and parts of sentences from syntax. As a result of studying morphological concepts, students will acquire the following competencies:

- 1) to ask a question about the word;
- 2) to be able to distinguish the grammatical and lexical meaning of the word;
- 3) to be able to distinguish one word group from other word groups;
- 4) to find learned grammatical phenomena in phrases, sentences and texts;
- 5) determine the function of the word in the sentence;
- 6) morphological analysis of words;
- 7) being able to use words in speech in the necessary forms.

One of the important and main tasks in the formation of the specified competencies is to convey theoretical knowledge to students. Teaching methods are classified differently in scientific and pedagogical literature and several different types are shown. M.A. Danilov and V.P. in the formation of morphological concepts in elementary grades, based on the results of

the study of pedagogical and methodical literature, the results of observation and experimental work carried out at school. We found that the methods proposed by the Yepisovs are convenient and effective. The method they suggest is as follows.

1. Methods of acquiring knowledge.
2. Methods of formation of skills and qualifications.
3. Methods of knowledge application.
4. Control methods

Analytical, logical thinking activities of students are cultivated when using a problematic research method in elementary grades, which in communicating theoretical knowledge of grammatical concepts to students interests them in knowledge of novelty and encourages them to independently creative choice of the method of completing the task, and the lesson is distinguished from traditional lessons in efficiency.

The problem situation is created at the time of the task given by the teacher and its implementation as a team. For example, in the 3rd grade, when the subject "verbs without being and without being" is studied, the following text is displayed through the screen:

His father took Jamshid to a chess-checkers circle. But he did not regularly attend club training. As a result, he did not learn the secrets of chess well. Did not compete either.

Anyone who does not diligently enter into learning his chosen craft will not be able to master the craft well.

From the surface of the text, the following assignments are given.

- Read the text carefully.
  - Write verbs in groups based on the sample
- What did he do? What didn't he do?
- Explain the meaning of the verbs you wrote.



- Read the text again by turning the verbs in sentences 2, 3, 4 into participle form.
- How has the content of the text changed?
- Say your conclusion by comparing the given text and the text you created.

After a joint discussion, students will come to a well-informed conclusion about participle and participle verbs and their use. They compare their conclusions with the information given in the textbook. Therefore, the most important aspect of this method is to activate students' cognitive activities by creating a problem situation, analyzing language phenomena, and comparing them.

## CONCLUSION

The selected methods and types of work are of great importance in conveying theoretical knowledge of grammatical concepts to students in elementary grades. One or another chosen method should be focused on increasing students' activity, interest in the lesson, and developing their creative and critical thinking. It is also worth mentioning that when

introducing one or another grammatical concept into textbooks, it is appropriate to take into account how important this grammatical concept is for the student.

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