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## METHODOLOGY OF TEACHING WORD COMPOSITION AND FORMATION IN MOTHER LANGUAGE LESSONS

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### ABSTRACT

Primary classes are preparatory stages for the study of word formation of the morphemic composition of a word according to the native language program, the task of the stage is to prepare students to understand the connection of words with the same basis in meaning and structure.

### KEYWORDS

Native language, word formation, basic words, Linguistics, suffixes, grammar, basic words.

### INTRODUCTION

According to the program of the mother tongue of primary classes, the morphemic structure of the word is studied in class III. In class IV, it is planned to improve the knowledge about the structure of the word in connection with the study of word groups. First of all, it is necessary to clarify what the system of learning the language material is. The system of learning the language material is a goal-oriented process that ensures the mastery of a set of knowledge in a clear,

scientifically based consistency and interconnection, and also on this basis formation of practical skills is understood. When applied to the morphemic structure of the word, the system acquires knowledge of word formation and grammar:

a) with the place of studying the morphemic structure of the word in the system of studying the program material;

b) with consistency in working on the concepts of "stem", "synonym", "word-forming adverb", "form-forming adverb";

c) with the mutual influence of the morphemic structure of the word and the formation of the word;

d) specifies that it is related to working on the formation of the skill of writing morphemes correctly.

There are four stages in studying the subject:

The first stage is the preparatory stage for learning word formation. The task of this stage is to prepare students to understand the meaning and structure of words with the same root. The reason for setting such a task is, first of all, understanding the connection of words in terms of meaning and structure, according to its linguistic essence, is the basis for mastering words with the same root and word formation. . In fact, the words made and the basis for making are related to each other in terms of meaning and structure: work - worker, grain - grain farmer. Secondly, students have difficulties in learning words and morphemes with the same root: they have difficulty understanding the generality of the meanings of words with the same root, because their abstract thinking is not yet sufficiently developed; in mastering the tasks of root, word-forming and form-forming suffixes, it is quite difficult for them to determine the similarity and difference of words with the same root in terms of meaning and structure. Therefore, before studying the

morphemic structure of a word, it is observed that it is close in meaning and structure. In the 1st grade, observation is inextricably linked with the content of the studied material and the explanation of the meaning and spelling of certain words. Who in class I?, what? In the process of learning the words that are the answer to the question, the teacher and the students ask, "Why is this or that thing called that?" finding an answer to the question together is a very appropriate and interesting way to prepare them to understand the relationship between words with the same root. By finding the answer to this question, students can ask "Why are words considered to be cognates?", "How was another word formed from one word?" are prepared to answer their questions. Many words in the language are names of persons and things. Therefore, with students, it is possible to gradually move from determining why a person or thing is named that way to determining the connection between one word and another word in the language. For example, "Why do people call a place where cotton is planted a lot as a cotton garden (cotton - cotton garden), and a place with a lot of trees planted as a tree garden (tree - tree garden)?" "Why do people call a house made of bricks (brick - brick) ishtli), the other is called sinchli?" Students learn to find commonalities in the meaning and content of words by determining the reason for naming an object or object symbol. All this prepares students to understand the essence of the formation of words with the same root; they begin to

understand that one word is formed on the basis of the mutual semantic connection of another word, and in turn, it is based on the connection between the concepts named by this word. As the students learn the part of the word that helps to form a new word, their understanding of word formation deepens.

The second stage is to introduce the characteristics of words with the same root and the meaning of all morphemes. The main educational task of this stage is to introduce the root, word-forming and form-forming suffixes as meaningful parts of words, to form the concept of "stem words", words with the same root is to observe the same spelling of the stem.

The formation of the concept of "cognate words" is connected with the mastering of their two important signs, i.e. meaningful commonality (the presence of some commonality in meaning) and structural commonality (the existence of a common root). Therefore, it is necessary to create conditions for students to master these symbols during the educational process. It develops students' ability to determine the connection between the lexical meanings of words with the same root and their morphemic structure. For example, students compare the words flower, flower garden, flowery (dress), flowery, and find that these four words are similar in meaning and have the same common part, so they can be classified as one determine whether they can be included in the group of related words.

The third stage is the method of studying the characteristics and importance of the stem, word-forming and form-forming affixes. The educational task of this stage is to form the concepts of "stem", "word-forming adverb", "form-forming adverb", concepts of the connection between the lexical meaning of a word and its morphemic structure we will develop the skill of writing words with consonants and voiceless consonants that have pairs in the stem, and the ability to consciously use words with word-forming suffixes in speech.

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