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TEACHING TYPES OF ADJECTIVES BASED ON POETRY TEXTS (EXAMPLE OF OGAHI DEVAN)

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ABSTRACT

This article provides information about Ogahi's work "Taviz ul-ashiqin" and the types of adjectives used in it. Opinions about many encounters are expressed and opinions are based on excerpts from the work.

KEYWORDS

Adjective, category, literature, meaning, dictionary, work of art, word, work.

INTRODUCTION

When students learn adjectives in their mother tongue classes, the role of literature is incomparable. The reason is that tasks are developed by finding the meaning types of the quality from the works of poets and writers, citing excerpts. In this way, we can introduce the student to dictionaries along with resourcefulness. At the same time, we can find all the meanings of quality in works of art. The student gets acquainted not only with adjectives, but also with

dictionaries. If we make it a task to find adjectives and their spiritual types from several works when giving homework, then we can achieve a brief introduction to adjectives and works of art in our mother tongue classes.

The native language and literary sciences are inextricably linked, they complement and require each other.

According to A. Tvardovsky, "it is impossible to fully master the beauty of literature without the native language, and the native language without literature." For this reason, some of our linguists claim that mother tongue and literature classes are external integration. The integration of the mother tongue with the science of literature can be considered a two-way integration."

Integration is derived from the Latin word *integratio* - restoration, filling, integer - whole. In the mother tongue classes, we try to develop students' oral speech and speech culture. In this, we should make extensive use of classical literature, which is the treasure of our literature. If we use the adjectives from his works in the textbooks, we will witness the increase of students' vocabulary.

We can also use Ogahi's works on the subject of qualities. In the Uzbek language, the adjective group is divided into the following types:

"It is based on the types of adjectives that indicate a characteristic, state, color, form - appearance, size - measure, flavor, taste, smell, weight, weight, and place. Examples of each type of the above-mentioned adjectives can be given from the Ministry of Education. If we use such examples when we cover the topics of quality and types of quality in lessons, we will take a step towards increasing students' interest in classical literature and Ogahi's works. "It should be noted that

only 4 types of qualities are emphasized in school textbooks.

1. Flavoring
2. The shape is volume
3. Characteristic
4. Color is divided into adjectives denoting color.

The remaining spiritual types are included in these 4 types. That is, the words denoting smell, taste, and the adjectives denoting weight have entered into the adjectives denoting shape and volume.

In some textbooks, the spiritual types of adjectives are not touched upon, that is, in "Uzbek Praktikum", as in the textbook, the spiritual groups of adjectives are not touched upon, but as a rule, they are given in full form.

The group of words that express the sign-property color, size, shape, taste, character, condition, weight, smell, place or time of objects is called a quality in a generalized way.

According to the structure of the quality, the types are also divided into 4:

1. Simple adjectives
2. Combined adjectives
3. Pair adjectives
4. Repeated adjectives

In school textbooks, the types related to the structure of adjectives are also given as a separate topic. We can refer to classical literature on this topic. Because we know that the types used in each group of words are compound repetitions, pairs. In order to convey the word to the reader and to increase the effectiveness of artistic works, to increase the attractiveness of the work, we use adjectives and compound, double and repeated types of all word groups. It is necessary to explain such topics to the reader on the basis of texts and poetic texts, and to emphasize to the readers that these types of word groups give additional meaning and impressiveness to the word. Only then can we clearly see artistry in students' speech and essays. The use of such texts during exercises has a positive effect on students' outlook and speech, and can give them aesthetic pleasure. When students enter the virtual world, we enter their spiritual world only through such lessons.

The following methods can be used to teach quality and its types.

"White and ball" method. We know that adjectives are given in the 6th grade textbook, and children of this age are very interested in the meaning of the words they encounter in our language. Excerpts from Ogahi's poetry are taken, and a task is given to find adjectives from these excerpts. In this way, the student understands the topic better, can analyze it, develops creativity, learns creative thinking.

1. I have had a problem since childhood

I didn't have time to work hard

2. The mold is alone in the fog and sorrow

Mihandin lashkari in anbu

3. My work has become very difficult

I didn't get a job

4. If I don't have a job, I'm always sad

Something happened in my honor

"Tie!" method, as it is known by its name, means to connect one thing to another. For this, three or four unrelated words are written on the board. The task will be as follows:

1. Pupils should make one sentence with the participation of three words written on the board;

2. The sentence should be related to today's topic.

For example, the words Agahiy, dastor, good, beautiful are written on the blackboard and the students are told to make a sentence related to today's topic with these words. They have one minute to do this. They make sentences roughly like this:

Ogahi's poems are beautifully written.

Ogahi used many beautiful words in his ghazals.

In the native language lesson, we determined the lexical meanings of the words Ogahiy, dastor, and beautiful.

Pupils who write the most beautiful, error-free sentences will be encouraged. With the help of this method, the scope of students' thinking grows, their worldview expands, they search, think, their interest increases, they understand the topic better, they can analyze it, their creativity is formed, and they learn creative thinking.

The "Find the excess" method requires students to be smart, resourceful, present and logical. The reason is that they have to find more than one of the words that are joined to each other. For this purpose, based on today's topic, we quoted a passage from Ogahi's ghazal "Ey Mutrib" and hid information about the "Quality" section of linguistics. Since these words are familiar to readers, astute readers should find the redundant words in the following passage.

1. I have the right to write poetry without permission.
Bandangantonimolsun hamaparonimshah-u vuzaro,
eylugatmutrib.

2. I know how to learn English vocabulary [105 p]

Pupils who guess the fastest and correctly will be awarded. With the help of this method, students' thinking range grows, their ingenuity and inquisitiveness are formed at a high level, the range of

interest expands, they can understand the topic more clearly, they can analyze it, they learn creative thinking, and leadership skills are formed.

CONCLUSION

In summary, it can be said that Ogahi's works are at the point of tradition and discovery that the traditionality of the "image" and the form are interconnected with the novelty and discovery of the meaning and content of the "syrat" and become integrated. In his rubai and ghazals, examples of several types of meanings of adjectives can be observed. This caused the writer's works to become more impressive and polished. In teaching Ogahi ghazals, which are the heritage of our classic literature, to today's students, "Modern teaching technologies, methodical approaches related to them, necessary knowledge, important laws, relatively easy, deep and solid formation of many fundamental concepts will undoubtedly create favorable conditions for.

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