



INTERPRETATION OF LEXICAL CONCEPTS IN MOTHER LANGUAGE-READING LITERACY LESSONS

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Abstract: This article provides information on the formation of an idea of lexical concepts in primary school native language classes. The article aims to identify effective forms and methods of organizing the formation of an idea of the system of lexical concepts in primary school native language and reading lessons based on methods and technologies.

Keywords: lexicology, word and lexicon, work on the dictionary, content, essence, form, method, means.

Аннотация: В статье представлена информация о формировании представления о лексических понятиях на уроках родного языка в начальной школе. Целью статьи является выявление эффективных форм и методов организации, на основе методов и технологий, формирования представления о системе лексических понятий на уроках родного языка и чтения в начальной школе.

Ключевые слова: лексикология, слово и лексикон, работа над словарем, содержание, сущность, форма, метод, инструменты.

The President of our country, Shavkat Mirziyoyev, signed a decree “On measures to further develop the Uzbek language and improve language policy in our country.” In accordance with the decree, the concept and main directions for the development of the Uzbek language and improvement of language policy in 2020-2030 were approved. The main directions include the gradual increase in the publication of volumes of the “National Dictionary of Uzbekistan” in the Uzbek alphabet based on the Latin script, the creation of 15 linguistic, sectoral terminological, explanatory dictionaries that will increase the vocabulary of the Uzbek language in 2020. The creation of Uzbek applications and electronic dictionary programs for software products, and the creation of programs for teaching the Uzbek language for foreigners are also included in the decree.

Creating conditions for teaching primary school students to think independently and creatively from an early age requires the teacher to know the basics of modern teaching technology and be able to apply them in practice. Enriching speech and teaching free thinking are one of the most important tasks. Any speech statement is built from the placement of words and word combinations that are grammatically related to the content in a certain sequence. The richer and more developed the student's vocabulary, the richer his speech will be and the more opportunities he has to express his thoughts clearly and expressively.

Primary school students are initially given an understanding of the lexical and grammatical meanings of words. Words express concepts about objectively related objects and phenomena. The expression of such concepts is the lexical meaning of the word. For example, the word cotton is understood as a white, soft object, which is the lexical meaning of this word.

According to the lexical meaning, words are units that have their own independence in the language, formed lexically. Lexical meaning is the primary, main, extra-speech meaning of words, through which words express concepts about things and phenomena. The concept is the reflection of things and phenomena in the human mind. Words are the object of lexical study according to their lexical meaning. In speech, words do not remain only lexical units, but also become means of speech, that is, they are interconnected, connected. In this process, words express various additional meanings. Such meanings, which express various relationships, are additional grammatical meanings outside the lexical meaning.

Grammatical meaning is the formal meaning of a word. For example, if the word books has a grammatical plural meaning, the word book has a collocational meaning. Grammatical meaning, in addition to expressing mutual relationships, also combines common meanings for words. For example, in the sentence we will try to read well, the meanings of possession, person-number and tense in it represent a relationship, while the suffixes in the words book, home, and lessons represent common semantic-collocational meanings for these words. In addition to the lexical meaning, the expression of different meanings of this kind is called grammatical meaning.

Grammatical meaning is general. For example, the meanings of possession, collocation, and plural in nouns are grammatical meanings. There are various methods of forming grammatical meanings:

Suffixes. Grammatical meaning is created by adding various suffixes to the stem and base of words. For example, books, children, from home, from work, from work, white, writing.

Auxiliary words. Auxiliary words, mainly auxiliary words, express grammatical meaning in combination with independent words. For example: Otabek welcomed this word of Rahmat with sincerity. (A. Qod.)

Word order. The change of place of words in a sentence serves to express grammatical meaning. For example, a large house was seen from afar, -the house was seen from afar

Repetition of words. Grammatical meaning is created by repeatedly using words in speech. Cherries and peaches are rustling -rustling, the tops of their branches are on the ground.

Tone. The pronunciation of sentences or words in different tones also serves to express grammatical meaning. For example, Fatima came. (declarative sentence), Fatima came? (interrogative sentence), Fatima came! (emotional sentence).

Pairing words. Pairing words is also a means of creating grammatical meaning. For example, big - small, good - bad. As a result of the pairing of words, the expression of both big and small, good and bad, in short, everyone, is also a grammatical meaning.

Lexicon is the set of all words in a language. Lexicology (from the Greek lexicos "word", logos "study") is the study of the vocabulary of a language, its lexicon and its development. Lexicon is not just a simple collection of all words in a language, but a coherent and complex system that obeys certain laws and rules.

The development of vocabulary is related to the living conditions, growth and rise of each nation. In particular, the vocabulary and lexicon of the Uzbek language reflect the entire path of development of the Uzbek people. All changes in the development of society also have an effective impact on the development of the language. The results of development are expressed primarily in the vocabulary and lexicon of the language. The word and its main essence. A word is a language unit with a complex nature. It is important to determine the main essence of a word, that is, its meaning and the signs that distinguish it from other words. A word has two sides:

1. Material side.

2. Meaning.

The material side of a word is its composition of sounds. Any word has its own sound shell.

The second important sign of a word after the sound shell is that it has a meaning. But not all words have the same meanings. They are determined by the classification of words. Accordingly, words are divided into the following types:

1. Nouns. This type includes nouns (except for some proper nouns), verbs, adjectives, adverbs, and numerals. Such words denote things (book, building, tree), signs (white, red, good), actions (walk, read, drive), their various signs (slow, early, late), numbers, and quantities (one, five, a hundred).

2. Declarative words. Such words do not denote naming. This type includes exclamations, modals, and prepositions: Eh, oh, wow; of course, undoubtedly; attention, perhaps, even.

3. Demonstrative words. They serve to indicate grammatical relationships between words. This type includes conjunctions (and, both, and), auxiliaries (with, for, with).

4. Pronouns. Pronouns are included in the category of independent words, but do not have a lexical meaning on their own. They acquire this meaning in context, in speech. That is why they are called pronouns. For example: me, you, he, who, what.

5. Adjectives. Certain types of proper nouns do not have a lexical meaning. In this respect, such words differ sharply from similar nouns, as well as from other categories of nominative words. Such proper nouns that do not express a concept, do not have a lexical meaning, are called nouns. For example, love, as a nominative word, denotes the concept of a certain feeling. When Muhabbat is a noun, it only names, does not have a lexical meaning, and does not express the main concept. Therefore, conditionally, any girl can be called Muhabbat.

The primary school curriculum states that "Mother tongue and reading are important factors in enriching children's vocabulary, developing coherent speech, perfecting literary and aesthetic thinking, forming speech culture, and ensuring speech effectiveness." These tasks are accomplished through the study of grammatical topics, observation and analysis of exercise texts, and special lexical and grammatical exercises.

The main goal of teaching the mother tongue is also determined by the role and function of language in society. Language is a means of communication, because the speaker expresses his thoughts through language, and the listener understands the thought expressed through language tools. The subject of the mother tongue prepares students for the activity of expressing and comprehending thoughts. Thought is realized through language, therefore, everyone needs to know the language and its use. Knowledge of the language is not only the acquisition of grammatical rules and definitions, but also the ability to practically use the rich possibilities of the mother tongue, that is, the ability to express thoughts correctly, clearly and competently in oral and written form. To achieve this, special attention should be paid to working on vocabulary in mother tongue lessons.

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