

METHODS AND IMPORTANCE OF WORKING ON WORD MEANINGS IN
ELEMENTARY GRADES

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Annotation. *In primary education, the issue of working on the meanings of words in the development of the speech of primary school students, enriching their vocabulary, ability to engage in communication and expression of ideas is highlighted.*

Key words: *Word meaning, thought, thought, exercise, speech. morpheme, lexeme, linguistic unit, lexical meaning, stem and affixal morpheme.*

In the reading lessons of elementary grades, works of various genres are read and studied, although not scientifically, but practically. Reading textbooks mainly include stories, poems, fairy tales, proverbs, epics, narratives, and riddles. Apart from these, popular scientific works are also taught. Artistic works of different genres have their own characteristics in terms of construction and style, and their impact on students is also different. Naturally, the text of each genre has its own linguistic features. For example, the text of poetic works is fundamentally different from the text of a story, the text of a fairy tale from the text of a poem, the text of a popular scientific article from the text of works belonging to the parable genre. Riddles are mastered by comparing the similarities between objects and events, while the content of proverbs requires interpretation by means of real life examples. Accordingly, when reading works of art of different genres, the teacher is required to choose appropriate methods. Explaining the meaning of words in primary education enriches students' vocabulary and develops their speech. Terms of subjects taught in elementary grades are also included in the list of words that need to be explained. Explaining the meaning of terms helps to better understand the meaning of this word. For example, by explaining the meaning of the term subject, students will learn that the subject is used in a broad sense, that all objects, events, and concepts in nature are called subjects. This will help them to quickly understand terms such as noun, adjective, number, verb. Explaining the meaning of the word should take very little time and should not distract

students from the main topic of the lesson. For this purpose, during the preparation for each lesson, the teacher determines the words whose meaning needs to be explained, the most convenient ways to explain them, and where to explain them in the lesson. Some unknown words are explained before reading the text.

Explaining the meaning of words enriches students' vocabulary and improves their speech. The terms of subjects taught in primary grades are also included among the words that need to be explained. Explaining the meaning of terms helps to better understand the meaning of this word. For example, with a meaningful explanation of the term subject, students will learn that the subject is used in a broad sense, that all things, events, and concepts in nature are called subjects. This will help them quickly understand terms such as nouns, adjectives, numbers, and verbs.

-Explaining the meaning of the word should take very little time and should not distract students from the main topic of the lesson.

- Some words encountered in textbooks for the first time, which children do not know the meaning of, are explained before reading the text.

-In the process of reading the text, it is necessary to put an end to explaining the meaning of words. If there is a need to explain a word while reading the text, the meaning of the word is briefly explained without distracting the attention of the readers from the content of the text.

- Figurative words and figures of speech used in a figurative sense are explained after reading the text, because their meaning is better understood from the content of the text and the context. Especially when reading parables, the allegorical, metaphorical words in it cannot be explained before reading the work or during the reading process.

In order to prepare students to understand the features of word formation, the teacher gives them a task aimed at determining from which word and with which morpheme a certain new word is formed. For example, the teacher says the border noun and assigns to choose a root noun that means a person who guards the border (border guard). The task can be given differently: the teacher gives the word and the word-forming morpheme. The student's task is to make a new word correctly and explain its lexical meaning. For example, they are asked to create a new word (fisherman) from the word fish using the suffix -chi, explain its lexical meaning, and tell which word group it is. In both tasks, students analyze the word morphemically. In this case, the teacher draws the students' attention to what morpheme the formed word is made of, what word group it is made of, what it means and what word group it is. Such exercises are based

on the relationship between the lexical meaning of the words in the language and the morphemic composition and the word formation method characteristic of a word group.

The methodology uses the following methods of explaining words:

1. Explain the word based on the context. In this case, words that the students do not understand are explained with the help of a sentence (or text) that uses understandable words.

2. Explain the meaning of the word using the dictionary and the explanation given under the text in textbooks. It is important to teach students to independently understand the meaning of words using the explanation. 3. Explain the meaning of the word using its synonym. For example, sabo - breeze, defense - protection, musician - musician, land - homeland, structure - building, sky - sky. When explaining a word by choosing a synonym, it is necessary to show the stylistic (methodical) significance of this word.

4. Explaining the concept expressed by an unfamiliar word by comparing it to the concept expressed by a familiar word (its antonym). For example, the concept of hardworking can be explained by comparing the concept of lazy, the word truthful to the word liar. Words and phrases used figuratively, figurative tools, proverbs are also explained using the method of comparison.

5. Explain the word with a concept close to itself, that is, with a different expression. The explanation of the explained word should be short and clear. For example, arbitrariness means acting on one's own will, doing work as one wants; specialist - owner of a profession; shunkor - a sharp-eyed bird that flies far; mesh - a pot made of mortar; vase - container for putting flowers, etc. Some words are explained by explaining their function. For example, a combine harvester is an agricultural machine that harvests, threshes, and cleans grain at the same time; excavator - a machine that digs the ground and loads the soil into a truck at the same time; aerodrome - a place where planes stay, take off or land, etc.

6. Explain the word by explaining the main sign of the subject. For example, yantok is a thorny plant that grows in a dry place; shark - a very large predatory fish that lives in the oceans, etc.

7. Explain the meaning of words expressing moral, abstract concepts with the help of examples. For this, the actions of the hero of the work, who has a moral virtue, are analyzed from the artistic work studied by the students.

Summary. In primary education, it is necessary to develop the speech of primary school students, to enrich their vocabulary, to be able to engage in communication and to develop the skills of expressing ideas. Therefore, working on explaining the meaning of words enriches students' vocabulary and makes their speech more fluent.

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