METHODS OF EXPLANATING THE MEANING OF WORDS TO PRIMARY SCHOOL STUDENTS

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A word is the basic unit of language, through which we name the things and phenomena around us. “A word” says the “Explanatory Dictionary of the Uzbek Language”, “is the most important language unit that has its own sound shell, serves to name things-phenomena, processes, persons, signs and quantities, properties, actions and states, connections and relationships, has an independent lexical meaning, and is also used in various grammatical meanings and tasks”. In primary grades, methods of explaining the meanings of words are selected based on the place of the word in speech, its use in various meanings and tasks in a sentence. If the teacher introduces active speech into native language and reading lessons, finds the meaning of words in the “Explanatory Dictionary of the Uzbek Language” with the students, then gives homework to explain the meaning of some words, and encourages them to explain the meaning in a team, it will be easier to teach students to work independently. Forabiy wrote that “Practical qualities and habits are formed in two different ways: the first way is with the help of satisfying words, encouraging, inspiring words, habits are formed, skills are created, and a person's enthusiasm and aspiration for a profession are transformed into action”.

During the experimental period conducted on the research topic, it was observed that the following methods were effective in explaining the meaning of words.

1. Showing the thing, sign, or action that the word represents.

2. Describing and illustrating the object and its sign-action by showing them in words orally and in writing.

3. Analyzing the word into its constituent parts.

4. Selecting synonyms.

5. Explaining the meanings of words based on literary texts.

6. Explain the meaning of a word using antonyms.

7. Explain the meaning of words with the same form in the structure of a word combination.

The methods of explaining the meaning of words are selected depending on the level of knowledge of the students and the nature of the word being explained. If the vocabulary work is organized on the basis of a word combination, a sentence, that is, a grammatical framework, students will easily master the meaning of the word. The more often a newly learned word is used in a word combination, the more students will remember it and will have no difficulty using it in speech.

From the first days of education, the teacher should give students tasks to find an incomprehensible word in the text or sentence they read, show examples of explanation methods, and recommend literature for their research.

LITERATURE USED

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