



Difficulties in Mastering Grammatical Concepts of Primary School Pupils

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Annotation: This article talks about the essence of the grammatical concept and its explanation for primary school pupils. The linguistic essence of the grammatical concept, the stages of forming grammatical symbols and concepts, and some difficulties in this have been discussed.

Keywords: grammatical concept, figurative meaning, grammatical sign, syntactic task, word-modifying adverb, verb, lexical meaning.

Among all professions, teaching profession is of special importance. Because a teacher is the creator of the future of the young generation, a person who gives education and training to young people. He not only gives knowledge to pupils, but also educates them. Today, the teacher trains pupils in every way, teaches them about nature, society and rules of life, prepares young people for work, guides them to choose a profession according to their interests. If these things happen, it certainly requires a lot of responsibility from the teacher. First of all, they should be skilled pedagogues in their profession, be able to influence pupils, and help them to become mature people in all respects according to their age and abilities.

It is also worth mentioning that the process of teaching primary school pupils is a bit more complicated. Because, it will be difficult for them to get used to the life of the school, its rules, and lesson processes from the kindergarten age. However, based on his experience and skills, the elementary school teacher should help the pupils to go through this difficult process. There may be some difficulties in teaching native language and reading literacy to primary school pupils. One of them is the difficulties in mastering grammatical concepts. Mastering grammatical concepts is a long and complicated process for young pupils. In the organization of tasks related to mastering the concept in primary grades, the teacher should consider the linguistic essence of the concept being studied, the psychological and didactic features of the process of knowledge acquisition, the interdependence of pupil's speech and mental growth, the importance of grammatical knowledge in speech takes its place as a basis. Grammatical concepts summarize important features of language phenomena. In the process of mastering the concept, a certain language material is analyzed in order to distinguish the important features of the studied concept. For example, two important signs are characteristic of a modifying adverb:

- 1) word modifying suffix - the changed part of the word;
- 2) word changer serves an additional syntactic task, i.e. connecting words in the sentence.

In the works related to mastering the concept, the teacher should determine the important signs of a certain concept. According to the requirements of the program, it is necessary to determine the lexical materials, methodical methods and tools that will give good results when using the pupils of this class. In the process of analyzing the language material, the important signs of the studied concept are separated (the first stage of working on the concept), then the connection between the signs is found, their interaction is determined as a feature of one concept, and a term is given (the concept the second stage of work on). In order for pupils to understand the essence of the learned



concept and apply the knowledge to speech experience, they work on clearly expressing the definition of the concept (the third stage of working on the concept); in the fourth stage, it is practiced to learn the learned category; in order to solve a practical task (to clearly express an idea, to write a word and a sentence correctly), the ability to base on the concept is formed in pupils.

Thus, the process of formation of language concepts is conditionally divided into four stages:

The first stage is the analysis of the language material in order to distinguish the important features of the concept. At this stage, abstraction is carried out based on the lexical meaning of certain words and sentences, and the general one for this language phenomenon and language category is separated.

The second stage is to generalize the signs of development, to determine their connections (to determine the internal connection of the concept), to give a term. Pupils will learn composition and composition.

The third stage is to express the definition, determine the signs and their connection.

The fourth stage is to determine the exact technology being studied based on the material of the new language, to determine whether the knowledge is connected with the production applied to the experience, the specific characteristics of the experience being studied.

Now let's look at the grammar of the "verb" of the indicators above in the example of the process process:

Work on the concept begins with the analysis of language material and identification of important features of the concept. As a result of many investigations, it has been shown that the efficiency of analytical activity increases if the students compose or select the primary language material by themselves under the guidance of the teacher. For example, pupils make sentences based on observing their actions. In the lesson, a comfortable speech situation is created that encourages pupils to use verbs and write carefully. It is also possible to make sentences about the excursion, the recently watched film, a part of the slide film shown in this lesson, the read story, the picture material. When composing a sentence, it is important to create a situation that allows you to find the right word (verb) that clearly expresses the idea as a team. For example, before learning the topic, pupils observe the changes that occur in nature in spring.

Teacher: - What changes happen in nature in spring?

Pupils: - The days are getting warmer.

- The grass turns green.
- Trees sprout.
- Almond blossoms.
- Peaches and apricots bloom first.
- Apple blossoms later.

Pupils write down a few sentences recommended by the teacher.

Teacher: - What words did you use to express the movement of things? Draw two straight lines under them (Pupils do the task).

- Ask questions and compare the words that express the action (Pupils ask what he did? what is he doing? what does he do?).
- Now read what the textbook says about the verb.



- What are the words that express the movement of a person and thing, and what questions do they answer?
- Almond blossomed. Analyze the sentences "The apple blossoms" according to the parts of the sentence (Pupils draw one straight line under the possessive and two straight lines under the participle).
- Which part of the sentence does the verb bloomed? (predicate)
- Now what have you learned about the verb? Say (summarize) using the plan:
 1. What is a verb? (word)
 2. What does it mean? (The movement of person and thing)
 3. What questions will be answered? (What did he do? What is he doing? What does he do?)
 4. Which part of the sentence is used? (predicate)
- Which of the rules of the plan are answered in the book? Read the plan and answer it.

Pupils work the exercises in the book and additional exercises.

- What other word groups do you know besides verbs? (Noun, adjective, numeral, pronoun)
- Compare the words: flower, flowery, flowered. How do word groups (noun, adjective, verb) differ from each other? (Pupils answer using the plan).

Pupils make several sentences independently, write some of them and underline the verbs.

In this fragment of the lesson, the above four stages of the process of introduction to the concept are reflected in a short form. However, in this case, pupils are only introduced to the concept, and in order to master it, they must complete the system of exercises in all the lessons allocated to the study of the topic in the program. In the process of learning the subject, the concept of "Verb" deepens and expands, pupils learn new signs of verbs (participle and infinitive in verbs, their conjugation with person-number suffixes, verb tenses). Pupils will be able to change verbs with person-number, tense, and infinitives and use verb forms that are appropriate for the purpose of expressing thoughts in speech.

In the process of observing the concept, the lexical meaning of the word, its meaning when the sentence structure is combined with other words can be gradually clarified, the correct development of the word in oral and written speech the skill increases. For this purpose, pupils will be introduced to the multiple meanings of the word, its literal and figurative use, synonyms and antonyms. It is necessary to develop in pupils abstraction and synthesis of common grammatical means characteristic of words for the carried out wide application of grammatical means and direct transport of them in live speech. It is also important for them to gain deep knowledge of the lexical meaning of the word. These reflect the essence of developing pupil's speech, that is, pupils move from a narrow understanding of the lexical meaning of a word to a more in-depth understanding of the practical use of words in speech. He begins to understand that the lexical and grammatical meanings of words affect each other, as a result, the basis for the conscious use of words in speech is created.

In conclusion, the teacher should have professional and pedagogical skills, have deep knowledge of his specialty, and be able to use integration with other subjects. He should be able to understand children well, be friendly with them, hold them firmly in the processes that should take place, and be able to influence pupils. In addition to being able to overcome any difficulties encountered in the course of the lesson, it is necessary to help ease the difficulties of the pupils in mastering the



lessons. In order to better explain the grammatical concept to pupils, it is necessary to give more examples and create conditions for them to understand its essence. The given examples will certainly be appropriate if they are based on things in our lifestyle.

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