



METHODOLOGY OF TEACHING THE NOUN PART OF SPEECH CONSISTENTLY IN PRIMARY CLASSES

Jakhongir Panjikhonovich Tursunov

Teacher at the Department of Mathematics and Mother
Tongue in Primary Education,
Termez State Pedagogical Institute

Lobar Berdimuratova

Student of Termez State Pedagogical Institute

Bakhora Akramova

Student of Termez State Pedagogical Institute

Abstract. *Teaching parts of speech to primary school students and instructing them on how to use these parts of speech correctly in oral and written speech serves to develop both the students' speech skills and their correct thinking abilities. Consequently, students present themselves as individuals who can consciously use words in their own speech. This article is about the methodology of teaching parts of speech to primary school teachers.*

Keywords: *the essence of teaching parts of speech, stages of studying parts of speech in primary classes, teaching the noun part of speech.*

The preparatory stage for studying the noun part of speech coincides with the literacy teaching period. At this stage, students learn to distinguish between objects and the words that are their names. Their attention toward the lexical meaning of a word (the fact that each word expresses a meaning) is heightened, and taking these meanings into account, the skill of grouping words (nouns representing birds, fruits, vegetables, etc.) is formed. Exercises in grouping words based on their lexical meaning develop the skills of comparing nouns, identifying their similarities, and abstracting. Nevertheless, to form a grammatical concept, students do not merely need to know the specific meaning of a word; along with knowing the lexical meaning of a word, it is also necessary to master its grammatical features. Teaching parts of speech to primary school students is a process that requires primary school teachers to dedicate substantial labor and attention. In order for mother tongue lessons to be socially beneficial, they must be aimed at forming students' skills to

express their thoughts grammatically correctly, stylistically precisely, and consistently, as well as to convey the thoughts of others. The instruction of speech development in mother tongue lessons requires the use of methodical techniques that ensure students understand the role of each part of speech or part of a word in our language when teaching grammatical material; that is, grammatical theory is taught to be practically applied for forming grammatically correct and precise speech skills, as well as for developing the skills of conscious and comprehensive writing. Developing children's speech during the lesson is reflected in the content of the lesson and in the types of assigned tasks. A mother tongue lesson is evaluated based on its alignment with the goal of developing students' thinking. Here, conducting exercises that require mental activity and ensure better mastery of that material during the process of studying specific grammatical and orthographic material is understood. After primary school students are generally introduced to parts of speech (noun, adjective, numeral, pronoun, verb), each lexical-grammatical group is studied separately. This creates a convenient condition for comparing them even at the initial stage of studying these parts of speech and allows for a clearer isolation of the main aspects of the grammatical concept being formed. For example: the system of studying the topic "Noun" is a goal-oriented process, in which the generalized meaning and grammatical features of this part of speech are studied in a precise consistency and in a scientifically proven interrelation with one another; furthermore, exercises performed for the purpose of forming the skills of correctly using nouns in speech and writing them correctly are gradually complicated. Taking into account the characteristics of the noun as a language phenomenon, its learning objectives, and the age characteristics of students, the volume of material for each class and the consistency of studying them are determined. At the same time, more importance is given to solving a single task that must be performed at a specific stage of studying the topic "Noun." For instance, in grades 1-2, the features of a noun as a part of speech (what it represents, its questions) are studied; in grade 2, the

knowledge about the lexical meaning of nouns, as well as proper and common nouns, is deepened and systematized, and children are introduced to the number of nouns. To demonstrate that nouns possess great importance in speech, the teacher assigns a task to read a text from the reading book without these words. When students read the text with the nouns omitted, they realize that it is impossible to understand the content of the text. A conclusion is drawn: a noun is the name of objects that surround us, and without these words, we cannot explain our thoughts to one another. To form the concept of a "Noun," it is of significant importance to divide nouns belonging to this part of speech into main lexical groups, to show the features common to all nouns, and to reveal their role in our speech. For this purpose, even in the very first lessons dedicated to studying the topic, words representing objects are systematized. Features common to all of these words are identified. These words represent objects and answer the question "Who?" or "What?". In grade 3, the term is given to the noun, and emphasis is placed on mastering its use in singular and plural forms. In grade 4, attention is focused on studying the use of the noun with possessive suffixes, its declension by cases, and the spelling of case suffixes. The task of developing students' speech and thinking is resolved at all stages of studying the topic. The preparatory stage for studying the noun coincides with the literacy teaching period. At this stage, students learn to distinguish between persons-objects and the words that are their names, more attention is focused on the lexical meaning of the word, and taking these meanings into account, the skill of grouping words (nouns representing birds, fruits and vegetables, clothes, etc.) is formed. At the next stage, special work is conducted on the lexical meanings and grammatical features of the noun (explaining that it answers the question "Who?" or "What?" and represents a person or an object). Students learn to distinguish nouns that answer the question "Who?" from nouns that answer the question "What?" by separating them through asking questions; abstract grammatical thinking grows in students, and the skill of writing proper nouns with a capital letter develops in them. In grade 2,

knowledge about the lexical meaning of nouns, proper and common nouns (without the terms) is deepened. In grade 3, during the process of working on "Nouns, that is, the use of nouns in singular and plural," the following skills are formed in students:

1. distinguishing the meaning of nouns used in singular and plural and differentiating them through suffixes,
 2. forming a plural noun from a singular noun and, conversely, a singular noun from a plural noun,
 3. being able to use nouns correctly in speech, taking into account the connection of words in a sentence. In grade 4, the main task of working on the noun is considered to be teaching the conscious use of case forms of the noun in expressing thoughts and writing case suffixes correctly. In this grade, the noun is studied in the following consistency:
 4. providing a concept about the declension of nouns by cases;
 5. teaching the declension of plural nouns;
 6. studying the characteristics of each case separately and forming a skill regarding the spelling of case suffixes in connection with it.
- The method by which a specific topic or information is delivered to students is the pedagogical skill of the teacher. Raising young people who speak fluently in their native language, adhere to speech culture, and can preserve the purity of their speech must be the primary goal of every educator.

REFERENCES

1. Qosimova, K., Matchonov, S., G'ulomova, X., Yo'ldosheva, Sh., & Sariyev, Sh. *Methodology of Mother Tongue Teaching (Textbook for Students of the Faculty of Primary Education)*. – Tashkent: "NOSHIR", 2009.
2. G'ulomov, A. *Principles and Methods of Mother Tongue Teaching*. – Tashkent: "O'qituvchi", 1992.

3. Hojiyeva, N. (2023). *Methods of Teaching Mother Tongue in Primary Classes: Scientific and Methodological Basis*. Modern Science and Research, 2(9), 424–428.
4. Tursunova, Z. (2023). *Methodology of Mother Tongue Teaching in Primary Schools*. Modern Science and Research, 2(9), 350–352.
5. Bahodirovna, H. N. (2023). *Methodological and Scientific Bases of the Science of Mother Tongue Teaching Methodology in Primary Classes*.