

## Forming Concepts of Grammar and Word Formation in Primary Grades

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### ABSTRACT

*In this article, grammar and word formation exercises in elementary grades and the formation of scientific concepts in students are discussed. Students are expected to practice grammar using words they use in their daily activities.*

The concept describes a form of thinking that reflects the important signs and interrelationships of objects and events in the environment. Grammatical concepts, like other concepts, summarize important features of events. A specific feature of linguistic phenomena, that is, the content side of the concept, gives rise to a specific feature of the grammatical concept. Linguistic phenomena, linguistic categories differ in that they are very abstract compared to other phenomena. In the formation of biological concepts, specific phenomena and objects whose signs can be observed, systematized and summarized are taken as the basis. Grammatical concepts are the result of identifying and summarizing the important features of a word, phrase, sentence, morpheme, lexeme, phoneme, etc. In other words, the raw material on which human-made grammatical concepts are based is abstract enough. So, grammatical concepts are generalizations of generalizations. Due to these features of grammatical understanding, understanding is formed in students with great difficulty. In order to learn a grammatical concept, abstract thinking must be developed to a certain extent. Abstract thinking arises in the educational process and requires special exercises. These exercises should be aimed at forming certain mental skills and a set of linguistic imagination and knowledge. As a result of the investigations of many psychologists, it has been determined that the

process of forming an understanding is also the process of learning the processes of analysis, synthesis, comparison, generalization, clarification related to thinking. The result of students' understanding depends on the degree to which their abstracting activity has grown. Students who have difficulty abstracting cannot compare words and group them according to their important grammatical features, have difficulty forming concepts, and make mistakes. For example, when learning a verb, students learn that a verb expresses the action of an object. In verbs such as walk, read, and take, the lexical meaning corresponds to the grammatical meaning. Many verbs do not have this conjugation. In grammar, the movement of an object means the state of the object, its relation to other objects, the change of the sign of the object along with the movement: sleep, think, love, grow, bruise, etc. Understanding the movement of an object in such a broad, generalized sense makes it difficult for students who have just started to learn the language, they clearly imagine the movement in the sense of walking, moving. Therefore, at the initial stage of learning the verb, they do not consider words such as to lie down, to get sick, to stand up, to blush, as indicating the action of the object. Such a phenomenon can also be found in the study of horses. Some students do not include words such as peace, heroism, and steps as nouns. In order to form a concept, students need to develop the ability to abstract, to focus their attention from the exact lexical meaning of the word to the grammatical meaning, and to combine them into one group, taking into account the common, grammatical signs of the words in this group. . For example, who? or what? all the words that are the answer to the question are combined into the "horse" group; denoting an object, number (singular and plural), change with possessive suffixes, classification with agreements are common grammatical signs for these words. A number of methodological requirements are followed during the teaching process to prevent mistakes in the formation of the concept. The process of working on the acquisition of the concept The acquisition of the grammatical concept is a long-term and very complicated process for young students. In the organization of tasks related to mastering the concept in elementary 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 students' 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, the following two important signs are characteristic of a word-modifying adverb: 1) a word-modifying adverb is a part of a word that changes; 2) the modifier performs an additional syntactic function, that is, it serves to connect words in a sentence. In the work related to the mastery of the concept, the teacher determines the important signs of a certain concept, according to the program requirements, he determines what signs of the concept to introduce to the students of this class, lexical materials that give good results when used, methodical methods and tools. In the process of analyzing the language material, the important signs of the studied concept are distinguished (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, a term is given (the first stage of working on the concept second stage). In order for students 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 studied 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 students. 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 signs 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. Students learn the mental process of analysis and abstraction.

The second stage is to generalize the signs of the concept, determine the connection between them (determine the internal connection of concepts), give a term. Students will learn how to compare and

contrast.

The third stage is to understand the expression of the definition of the concept, to determine the essence of the symbols and the connection between them.

The fourth stage is to clarify the concept being studied on the basis of new language material, to work on exercises that apply knowledge to experience, to determine the connection of the concept being studied with previously acquired concepts. Let's consider the indicated stages as an example of the process of forming the grammatical concept of "verb": Work on the concept begins with the analysis of the language material and the identification of important signs of the concept. Many studies have shown that the effectiveness of analytical activity increases if students create or select primary language material by themselves under the guidance of a teacher. For example, students make sentences based on observing their actions. In the lesson, a comfortable speech situation is created that encourages students 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, 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 studying the topic, students observe the changes that occur in nature in spring. Teacher: - What changes happen in nature in the 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 (Students do the task). - Ask questions and compare the words that express action (Students 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 kind of questions do they answer? - Almond blossomed. Analyze the sentences "The apple blossoms" according to the parts of the sentence (Students draw one straight line under the possessive and two straight lines under the participle) - What part of the sentence do the verbs "blossom" and "gullady" serve? (Cut.) - Now what have you learned about the verb? Say (summarize) using the plan: 1. What is a verb? (Word) 2. What does it mean? (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 sentence is used as a part of a sentence? (Cut) - Which of the rules of the plan are answered in the rule 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, number, pronoun) - Compare the words: гул, гулли, гуллади. How do word groups (noun, adjective, and verb) differ from each other? (Students 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 lesson, the students were only introduced to the concept, and in order to master it, it is necessary to complete the system of exercises in all the lessons allocated to the study of the topic in the program. In the process of studying the subject, the concept of "Verb" deepens and expands; students learn new signs of verbs (participle and participle in verbs, their conjugation with personal suffixes, verb tenses). Students will learn to change verbs with person-number, tense, and infinitives and to use verb forms that are appropriate for the purpose of expressing thoughts in speech. In the process of forming a concept, the lexical meaning of a word, its meaning when it comes together with other words in a sentence is gradually determined and clarified. *nikmis* increases. For this purpose, the students will be introduced to the polysemy of the word, its literal and figurative use, synonyms and antonyms. In order to widely apply the learned grammatical signs and directly use them for the purposes of communication in live speech, it is necessary to develop the abstraction and synthesis of common grammatical signs characteristic of words in students in the formation of grammatical understanding, as well as they are the lexical part of the word. it is important to achieve deep understanding of its meaning. These reflect the essence of developing students' speech, that is, students move from a narrow understanding of the lexical meaning of a word to a deeper

understanding of the practical use of words in speech, and the lexical and grammatical meanings of a word overlap. They begin to understand that it affects, as a result, the basis for the conscious use of words in speech is created.

In conclusion, it should be said that the mother tongue and reading textbooks have been changed to "Mother tongue and reading literacy" and primary school students are currently using these textbooks on a trial basis. Looking at the textbooks, it is commendable that there are many assignments that teach students to think logically and make independent decisions. Especially the textbooks require the teacher to work separately on himself. At first, the mother tongue was treated as a separate textbook, reading was treated as a separate textbook, and assignments were separately visible and clearly manifested. In the current textbooks, the topics are developed in such a way that the teacher should carefully divide them into the topics of the mother tongue and reading textbooks and give the correct direction to the students. This means that mother tongue and reading literacy are taught at the same time. The textbook also includes tasks aimed at making words using suffixes. The aim of this is to increase students' literacy and expand their communicative speech.

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