

**THE IMPORTANCE OF TEACHING MULTIPLE MEANING WORDS TO
PRIMARY STUDENTS**

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Abstract: *This article presents ideas about the word, the dictionary meaning of the word, the primary and figurative meaning of the polysemous word, traditional and interactive methods of forming the skills of understanding and distinguishing polysemous words and using them in speech in elementary school students opinions about the need to carry it out while ensuring harmony are highlighted.*

Key word: *Word, lexical meaning, semantic content, main meaning*

Word is one of the most important units of language. They are constantly used by all people in the process of communication, regardless of their profession, social origin, education, or faith. The main feature of a word is its lexical meaning. The dictionary meaning of a word is the content that reinforces the idea of the object, feature, process and event that the word reflects in the minds of people. The lexical meaning expressed by a word is also a product of a person's mental activity. Words have such power that they can be destructive or constructive. The thinking of a young student who begins to learn the vocabulary of his native language can be improved by developing the meaning of polysemous words. As in many other languages, the Uzbek language also has words with several lexical meanings (two or more) in its semantic structure. These are polysemous words that are usually used in more than one sense in language and speech. According to the analysis of the term polysemy in scientific literature and dictionaries, the Greek word poly - "many" is derived from the word sema - sign "sign or meaning", which means that linguistic units have more than one meaning. [Hojiev A. p. 69].

The phenomenon of having one meaning in a language is monosemy, and a language unit with this characteristic is called a monosemantic unit. In linguistics, the single meaning of words is considered as the lower limit of polysemousness. Terms related to different disciplines are usually monosemantic, that is, they have the same meaning.

The textbook "Current Uzbek Literary Language" published under the co-authorship of U.Tursunov, J.Mukhtorov, and Sh.Rakhmatullaev talks about lexical and lexical polysemy. Also, the textbook includes conditional nouns among monosemantic lexemes. A lexeme with the narrowest context is also monosemantic: A lexeme with the narrowest context is also monosemantic: such

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a lexeme is associated only with lexemes of the same meaning (sometimes with a single lexeme); may not be used independently outside of such association. For example, lexemes such as criticism and otaka have a very narrow context and are ambiguous. Each lexeme is monosemantic by creation: it occurs as the name of an object, sign, relation. Later, it serves as a name for other events, thus changing its meaning and developing it. As a result, various changes occur in the meaning of the lexeme, a monosemantic lexeme turns into a polysemantic lexeme. [1992. p. 80] The meaning of such words is characterized by the presence of one stable meaning. In all languages, language units are grouped into monosemantic (single meaning) and polysemantic (multiple meaning) units.

In the analysis of the types of primary and derivative (related) meanings of a polysemous word, it is necessary to learn the main, primary meanings of the word in order to learn the language. The associated or derivative meaning of a word does not give a complete idea of the semantics of the word and does not allow the correct interpretation and appropriate use of the word in speech. Scientists say that it is difficult to imagine the existence of a language in which every object, sign, action is called by separate words. Acquiring and using such a language is a great challenge. That's why many words appeared in the language. Language users try to find similarities between the surrounding objects and name new objects, things, events with existing words.

Polysemantic words appear in languages for various reasons. A semasiological approach to ambiguous words ("what does this word mean?") is the main one. Such an approach first of all reveals the nature of polysemy as a linguistic approach, ways of combining meanings into the semantic content of a word. The onomasiology aspect of the study of the phenomenon of polysemy (with which common sign can the meaning be expressed?) Such meanings, which are usually associatively connected, are far from each other, they usually may not represent a single concept. Ambiguity is a natural and widespread phenomenon in language and is one of its most important semantic patterns. There are two main reasons why ambiguity occurs in language.

The first of these is explained by the principle of parsimony and is seen in certain contradictions between the infinity of our experience and the limited units of language. As we humans perceive the reality around us, we are forced to use the same word to refer to a different class of objects that have something in common and are related to each other in one way or another. In this process, we transfer the name of one object or thing to others. So from the time when humans began to use language, they tried to find similarities between the things around them and began to name new objects with existing words. According to the linguist scientist V.V. Vinogradov, the language is enriched with the development of ideas, and the same outer shell of the word is covered with buds of new meanings and meanings. [V.V. Vinogradov].

The linguistic essence of polysemous words is explained by the asymmetry of sign and meaning. S.O. Kartsevsky was the first in Russian linguistics to pay attention to this most important semantic law. However, sign and meaning usually do not completely cover each other: the same sign "tends to have other functions for its functions. They are asymmetrical." [V. A. Zvegintsev S. 85–93.] The scientist also emphasizes that the unstable balance of lexeme and sememe as signs and meanings is characterized by mobility and changeability of language units in performing both static and communicative tasks. Polysemous words partially expand in content, but remain identical units in form.

In the process of teaching the lexicology of the Uzbek language to elementary school students, they are not given theoretical concepts about the grammatical and lexical meanings of words, native and figurative meanings, single-meaning and polysemous words. Despite this, elementary school students first encounter polysemous words in textbooks, mainly in the texts of Mother Tongue and Reading Literacy, but they do not always know that such words are used in more than one sense. They begin to acquire the concept of ambiguous words through texts and spoken language. However, first of all, the presence of more than one meaning in one word is a reason for students' surprise. The explanatory dictionary of the Uzbek language gives the following definitions of the word "Bosh" and its figurative meanings:

Head - the word 1. The front part of the body above the neck (in humans, animals); head Skull (anat.). The brain. Headwear store. A friend is on the head, an enemy is on the feet. Proverb...

1. Moveable. Mind, brain. To work with the head. A mountain looks like a stone, a person looks like a head. Proverb... To have a headache (or a headache). 1) to think hard, think; to worry [FIRE. 2006.333-b].

This is the first meaning of the word, i.e. its own meaning. In the explanatory dictionary of the Uzbek language, about twenty meanings of the word "Bosh" are given, and it is indicated that most of them have a portable meaning. We will consider one of such mobile meanings in the 4th grade textbook.

The main one is to start something, the main one, the leader.

When I got closer, I recognized that the one riding the horse was the livestock doctor of the collective farm - Brother Kochkor, and the one on the donkey - the chief shepherd Iso Baba. (KokyoI.N.Fozilov 4th grade page 148)

The main event, the starting point of the event or season, the work.

At first, Ibn Sina looked at those who were putting out the fire, carrying buckets of water. (Dedication to the book. Mirkarim Osim, grade 4, page 91)

Formation of the skills of understanding and distinguishing ambiguous words and using them in speech in elementary school students requires a combination of traditional and interactive methods, special exercises and assignments, and text analysis.

The main goal of teaching native language to elementary school students is that students should learn the meaning and essence of words in our language. The formation of language and word perception skills in them will allow them to use them correctly in speech. It is of particular importance to master the meanings of ambiguous words and to develop the skills of using them appropriately in speech. Special attention is paid to working on vocabulary in mother tongue and literacy classes to acquire such skills by primary school students. Working with students on the primary and secondary meanings of polysemous words using texts and tasks involving polysemous words is not a common activity in mother tongue and reading literacy classes. In this process:

- Intellectual and verbal development of primary school students is envisaged;
- the scientific-theoretical and methodical tasks defined in the program are performed;
- understanding of pictorial means and the method of tapping is formed in students' thinking;
- students develop the ability to identify connections between their own and figurative meanings of words.

The work on word meanings is complicated and difficult. It is not easy to educate children to pay special and serious attention to new, especially obscure words. But a regular and consistent exercise system makes this task easier. Accordingly, always paying attention to new words and the use of words in new meanings when working on the text, allows students to develop and improve their skills and abilities in this area. [Tokhliev B, Shamsieva M, Ziyadova T. 2006. p. 86].

In conclusion, it can be said that modern linguistics considers word meaning to be the most important part of language, because expressing and understanding meaning is the main purpose of language, which serves to ensure its various tasks, especially communicative tasks. That is why teaching primary school students to use all the possibilities of their mother tongue is one of the most important tasks facing primary education.

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