

BOSHLANG'ICH SINFLARDA SO'Z TURKUMLARI USTIDA ISHLASH METODIKASINING LINGVISTIK ASOSI

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Annotatsiya: *Ushbu maqolad boshlang'ich sinflarda ona tilini tashkil etish, ona tilini katta bo'limi bo'lgan morfologiyani o'rgatishda qulaylikka erishish yo'llari berilgan.*

Kalit so'zlar: *morfologiya, so'z turkumlari, ot, sifat, son, kishilik olmoshlari, fe'l, enerjayer metodi, pinbuard metodi, suhbat metodi, yarim izlanishli muammoli metod, analitik (tahlil), sintetik (tarkib), indiktuv metodlar.*

So'z turkumlari ustida ishlash metodikasining lingvistik asosi so'zlarning leksik-grammatik, morfologik va sintaktik belgilariga ko'ra turli gruppalariga ajratilishi – so'z turkumlari haqidagi ilm hisoblanadi. So'zlarni leksik-grammatik turkumlarga ajratishda 3 belgiga:

- 1)leksik ma'nosi (nimani ifodalashi, ya'ni predmet, harakat yo holat, belgi kabilarning umumlashitirilgan ma'nolari);
- 2)morfologik (so'zning turli shakl tizimi);
- 3)sintaktik (turli morfologik shakllarning sintaktik vazifa bajarishi) belgilariga asoslanadi.

Demak, so'z turkumlari ustida ishlash o'quvchilarning muayyan guruhlardagi so'zlarning umumlashtirilgan ma'nolari, kishilarning aloqa vositasi sifatidagi rolini tushunib olishlarga qaratilishi lozim. Boshlang'ich sinf o'quvchilarida so'z turkumi bilan umumiy tanishtirilgandan so'ng har bir leksik-grammatik guruh alohida o'rganiladi. Bu so'z turkumlarini o'rganishning boshlang'ich bosqichidayoq ular taqqoslashga qulay sharoit yaratadi va bu bilan shakllantiradigan grammatik tushunchaning asosiy tomonlarini aniqroq ajratishga imkon beradi. Boshlang'ich sinf o'quvchilari ot, sifat, son, fe'lning quyidagi xususiyatlarini bilib oladilar:

- 1)so'z nima bildirishi (predmet, predmet belgisi, predmet sanog'i va tartibi, predmet harakati yoki holati);
- 2)qanday so'roqlarga javob bo'lishi;
- 3)o'zgarish-o'zgarmasligi;
- 4)gapda, asosan, qanday bo'lak vazifasida kelishi. O'quvchilar mana shu o'rgangan bilimlari asosida so'z turkumlarini taqqoslaydilar.

So'z turkumlarini o'rganishdagi asosiy vazifa o'quvchilarning og'zaki va yozma nutqini o'stirish, lug'atini yangi ot, sifat, son, fe'llar bilan boyitish, o'quvchilar

shu vaqtgacha foydalanib kelayotgan soʻzlarning maʼnosini aniq tushunishiga erishish, bogʻlanishli nutqda u yoki bu soʻzdan oʻrinli foydalanish malakasini oʻstirish hisoblanadi. Buvazifalarni muvaffaqiyatli hal qilish uchun soʻz turkumlarini oʻrganish jarayonida sinonim, antonimlar (atamalar berilmaydi) ustida muntazam ish olib boriladi, oʻquvchilar koʻp maʼnoli soʻzlar, ularning oʻz va koʻchma maʼnoda ishlatilishi bilan tanishtiriladi. Bunda taʼlimni oʻquvchilarning shaxsiy tajribalari, bevosita koʻrganlari, radiodan eshitganlari, kitobdan bilib olganlari bilan bogʻlash muhim ahamiyatga ega. Oʻquvchilarda kuzatish, muhim narsalarni sezish koʻnikmalarini shakllantirish, atrof-muhit haqidagi bilimlarini boyitish bilan bir vaqtda ularning nutqini oʻstirish vazifasi ham amalga oshiriladi. Eski nashrdagi kitoblarda soʻz turkumlarining har biriga alohida toʻxtalib oʻtilib, qoida va bir necha misollar keltirilib oʻtilgan edi. Yangi nashrdagi kitoblar esa milliy oʻquv dasturiga asoslangan boʻlib 1-sinf ona tili va oʻqish savodxonligi ikkinchi qismida -ga joʻnalish kelishigi imlosiga doir mashq berib oʻtilgan:

Chumoli+**ga** =chumoliga

Quduq+**ga**=ququqqa

Kapalak+**ga**= kapalakka [1:16]

Narsa otlarini qoidasi ham aynan shu sinfda oʻrgatilib ketilgan: narsa nomini bildirgan soʻzlarga **nima?** deb soʻroq beramiz. Masalan: **non, daraxt, kitob.**[1:29].

Ona tili oʻqish savodxonligi 2-sinf darsligida otning –dosh soʻz yasovchi qoʻshimchasi haqida gap boradi:

-dosh qoʻshimchasi orqali yangi soʻz yasash mumkin [2:18]

Bundan tashqari bu sinf ot , sifat va feʼl soʻz turkumi haqida ham qisqacha maʼlumot berib oʻtilgan:

Odam , hayvon yoki narsalarga xos sifatlarni aniqlash uchun **qanday?** yoki **qanaqa?** soʻrogʻini beramiz. Masalan: ayyor tulki (**qanday** tulki?) [2:48]

Narsalarning nomini bildiruvchi soʻzlarga **nima?** yoki **nimalar?** deb savol beramiz . Masalan, **nima?** – oltin , **nimalar?** – boyliklar. [2:54]

Shaxsni bildirgan soʻzlarga **kim?** yoki **kimlar?** deb soʻroq beramiz. Masalan, **kim?** – bola; **kimlar?** – bolalar.[2:59]

Sifat bilan (atamasiz) dastlabki tanishtirish (**birinchi bosqich**) sifatning leksik maʼnosi va soʻroqlari ustida kuzatish oʻtkazishdan boshlanadi. Hozirgi darsliklarda esa 1-sinfda sifatning -roq , -li, -siz, qoʻshimchalari, 2-sinfda mashqlar ichida ayrim otlarni sifat orqali ifolash sharti berilgan, yaʼni tulki – ayyor, gul- chiroyli kabi , 3-sinfda esa qanday soʻrogʻiga javob boʻluvchi soʻzlarni aniqlash shartlari berilgan, 4- sinfda sifat mavzusi takrorlangan.

Xulosa qilib aytganda, boshlangʻich sinflarda soʻz turkumlarini oʻrgatish va farqlash murakkab jarayon hisoblanadi. Shuning uchun bu jarayonda turli qiziqarli taʼlim metodlaridan, enerjayerlardan foydalanish kerak deb oʻylayman. Bundan tashqari oʻzimiz va oʻquvchilar uchun qulay sharoitham yaratish darkor. Buyuk rus

olimi Vladimir Mixayilovich Manaxov aytganidek: "Darsni yuqori darajada sifatli bo'lishi uchun qulay sharoit kerak".

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