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The System of Learning Word Composition and Formation in Mother Language Lessons of the Primary Class

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ABSTRACT

Pupils master the syntactic function of form-forming adverbs in the process of connecting words in a sentence and acquiring word combinations. Even if the students' knowledge of word connections is elementary, they will understand that the words in the phrase are connected in terms of meaning and grammar with the help of form-forming adverbs. After learning the difference between nouns and personal pronouns, students have the ability to distinguish words that are related in meaning and grammar in a sentence, and to explain what they are connected with. Can take, and then they begin to master the syntactic function of form-forming adverbs.

KEYWORDS: Morphemics, word formation, base morpheme, affixal morpheme, word-forming suffixes, form-forming suffixes.

According to the program of the mother tongue of primary classes, the morphemic composition of the word is studied in the III grade. In class IV, knowledge of the structure of the word is expected to be improved in connection with the study of word groups.

First of all, it is necessary to determine what the system of learning language material is.

The system of learning the language material is understood as a goal-oriented process that ensures the mastery of a set of knowledge in a clear, scientifically based consistency and interconnection, as well as the formation of practical skills on this basis. When applied to the morphemic structure of the word, the system acquires knowledge of word formation and grammar:

- 1) with the place of studying the morphemic structure of the word in the system of studying the program material;
- 2) with consistency in working on the concepts of "base", "base word", "word-forming adverb", "form-forming adverb";
- 3) with the mutual influence of the morphemic composition of the word and the formation of the word;
- 4) Determines the connection with working on the formation of the skill of writing morphemes correctly.

5) There are four stages in the study of the topic:

The first stage is the stage of preparation for learning word formation. The task of this stage is to prepare students to understand that words of the same base are connected according to their meaning and structure. The reason for setting such a task is, first of all, to understand the connection of words in terms of meaning and structure, which, according to its linguistic essence, is the basis for mastering words with the same base and word formation. In fact, the words made and the basis for making is connected with each other in terms of meaning and structure: work - worker, grain - grain worker. Secondly, students have difficulties in learning words and morphemes of the same base: they have difficulty understanding the generality of the meanings of the words of the same base, because their abstract thinking is not yet sufficiently developed; in mastering the functions of base, word-forming and form-forming adverbs. It is quite difficult for them to determine the similarities and differences between words with the same base in terms of meaning and structure. Therefore, before studying the morphemic composition of the word, it is observed that it is close in meaning and composition.

The second stage is to introduce the properties of words with the same base and the meaning of all morphemes. The main educational task of this stage is to introduce the base, word-forming and form-forming adverbs as meaningful parts of words, to form the concept of "basic words", to write the same base in words with the same base observation is considered.

The third stage is the method of studying the characteristics and importance of the base, word-forming and form-forming adverbs. The educational task of this stage includes the formation of the concepts of "base", "word-forming suffix", "form-forming suffix", and ideas about the connection between the lexical meaning of a word and its morphemic structure. It includes spelling, forming the skill of writing words with consonants and voiceless consonants that have a pair in the base, and developing the skill of consciously using words with word-forming suffixes in speech.

Features of learning the basics. In the formation of the concept of "base", students introduced to the fact that it is a common part of base words and that it contains the common meaning of all words with the same base.

By analyzing base words, students are able to explain which parts of a word form base words from these words (where they distinguish the base) and explain which parts make words with different meanings (these are word builders they distinguish suffixes) are taught. Because of the correct performance of such tasks, students understand, even in an elementary way, the role of the base and the word-forming suffix in forming the lexical meaning of the word, as well as the part that forms the basis of the basic words they will know that it is.

The work on the foundation does not end there, but is inextricably linked with the content of the lessons devoted to the special study of other morphemes, and later, when word groups are studied, with exercises on word formation.

Working on word-building additions. Work on word-forming additions. The main task of studying the bumorpheme is to familiarize students with the importance of the word-forming suffix in a word and, on this basis, to develop the ability to consciously use a word with a word-forming suffix in their speech. It is important for students to understand that a word-forming suffix can be used to create a new word with lexical meaning.

The first group of exercises includes tasks related to comparing the differences in meaning between words with the same base, formed by adding different word-forming suffixes. For example, make a new word from the word **gul** (flower) with the word-forming suffixes **-chi**, **-zor**. Compare the resulting words according to their meaning and content. What do they have in common? Which part of the word differentiates them according to their meaning? Make sentences using new words.

The second group of exercises includes tasks related to comparing the meaning of a word-forming suffix in words formed by adding one word-forming suffix to different words. The purpose of such exercises is to generalize knowledge about the meaning of word-forming adverbs in an elementary way. For example, comparing the words worker, waterman, florist, defining their similarity in meaning (denotes a person who performs a job or task), determining which part of the word means the person who performs it (suffix **-chi**).

The third group of exercises includes tasks related to lexical-grammatical and lexical-stylistic analysis of the text. For example, to find basic words from the text, to tell the difference in their meaning, to determine which part of the word is used for this difference; form a sentence like the example from the given words (for example, the watchmaker fixed the watch. The tractor driver plows the land with a tractor); identifying and analyzing the base words according to their content, etc.

Features of learning form-forming additions. Each morpheme is unique in its linguistic essence, and the methodology of its study has its own characteristics. Grammatical function is leading in form-forming adverb, which is why it differs from word-forming adverb.

The fourth stage is to work on the structure of the word in connection with the study of word groups (III-IV grades). In the system of studying the morphemic structure of the word, the purpose of this stage is to deepen the knowledge about the importance of the word-forming adverb in word formation and the importance of the form-forming adverb in changing the form of the word; is to prepare students to understand the features of forming nouns, adjectives, and verbs.

The teacher determines the extent to which students have mastered a morpheme; their morphemic composition is based on the ability to distinguish morphemes in words suitable for the children's level, from the base and form-forming suffix, or from the base and word-former, or the base and word-former. and determines the ability to choose words formed independently from the form builder, the ability to explain the role of morphemes in a word with words, and the ability to use adverbial words correctly in a sentence.

In conclusion, teaching the morphemic structure of words and word formation in elementary grades ensures that students have a conscious attitude to each word, and forms the initial concepts of word structure and its formation.

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