

System of study tasks that provide active work with curriculum

Ergasheva Sohiba Mirkomilovna

*Researcher, Teacher of Uzbek language and literature subject,
school № 44, Uchtepa district, Tashkent*

ABSTRACT

The following article deals with feedback, suggestions and recommendations on how to use vocabulary to increase students' vocabulary, oral and written speech in native language classes, in particular, how to improve each student's learning words, knowledge, skills and competencies through educational tasks. It is emphasized that some given examples study tasks help to activate work with dictionaries.

Key words: *spelling dictionary, pronunciation, literary pronunciation, spelling rules, assignments, exercises*

I. Introduction

Language is reflected in dictionaries. Uzbek lexicography has been developing significantly in recent years, but there is a lack of research in the field of dictionaries. This tool is the core of language education, and it is in great need of special scientific and methodological research. Learning dictionaries become a necessity in the current context, when the content of education is needed, when topics are systematically linked to dictionaries in the creation of learning tasks. The language should be taught on the basis of dictionaries. In creating educational dictionaries, it is necessary to take into account the current challenges of native language education. A methodology for using dictionaries in native language lessons for school teachers should be developed. It is necessary to work with dictionaries, which focus on the use of explanatory dictionaries, which actually serve to teach the types of spelling, pronunciation, words in terms of form and meaning.

It is also necessary to go beyond the vocabulary words that are highlighted in the textbooks and presented to the reader. In addition, it is necessary to establish continuous use of phraseological and paremineological dictionaries. Learning tasks should be improved so that as a result the student learns to spell the word correctly, pronounce it, understand its meaning, and use another word instead through different dictionaries.

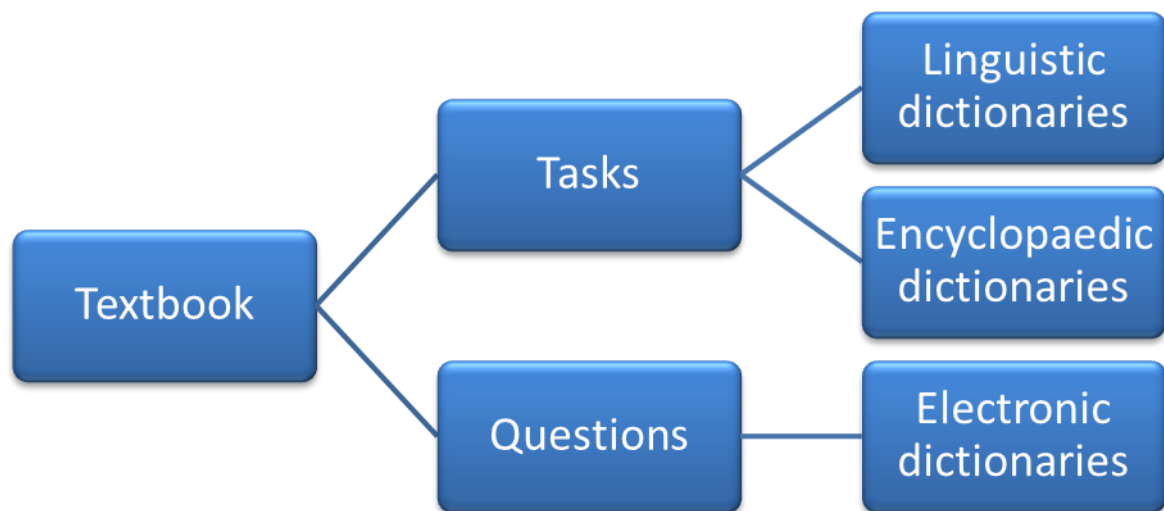
II. Main Part

Modern Russian textbooks incorporate a system of working with dictionaries, and the textbook is not the only textbook. It is considered as one of the teaching aids. The textbook follows other teaching aids as well.

Some articles by eminent scholars devoted to the problems of the field began to be published, as the articles of H. Nematov [1], R. Sayfullaeva [2], B. Mengliev [3], B. Yuldashev [4] covered the role of the dictionary in improving the effectiveness of teaching the native language in modern education. In

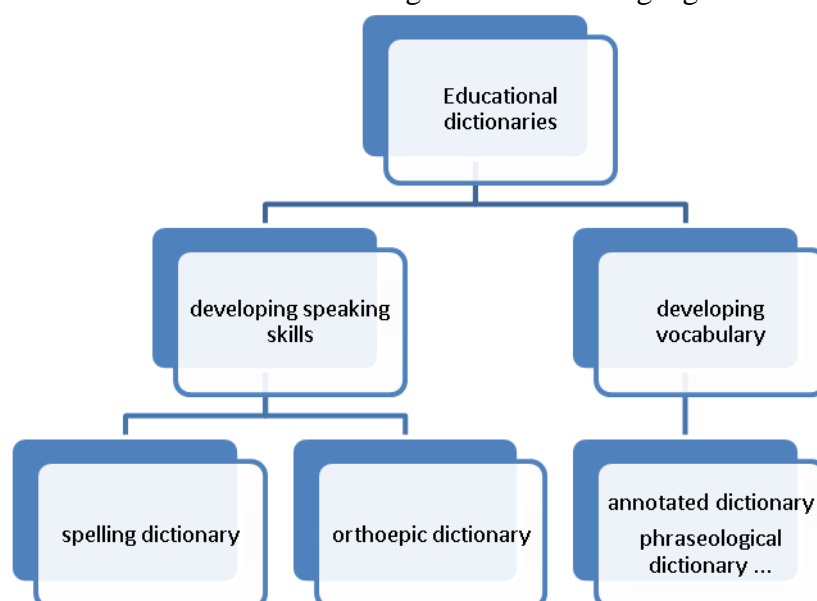
the research of S.Normamatov [5], and others in the field of lexicography, educational dictionaries in the Uzbek language were also analyzed.

Work on the methodology of using dictionaries in native language education is also waiting for special research. Although some textbooks are being developed, guidelines for their use have not yet been systematically developed. In order for dictionaries to be actively used in practice, it is necessary to link it to the program and the textbook, in particular, to the topic. In the available textbooks, however, this is not satisfactory. Textbooks are actively introduced through



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The implementation of the tasks in the textbooks of the native language in terms of enriching students' speaking skills, vocabulary, thinking, of course, should be organized on the basis of textbooks. Today, native language education, language teaching should be introduced on the basis of small-scale interesting dictionaries, starting from primary school and even from preschool students. Depending on the function of the dictionaries used in the teaching of the native language can be classified as follows:



In order to use textbooks, the textbook assignments must require one to work with them. The following are examples of ways to work with some educational dictionaries:

I. Study assignments for working with phraseological dictionaries:

Assignment 1. Divide into two groups of phrases related to body parts and give examples of who they are. The losing team finds words in it that are written in phonetic writing. (Results are checked on the basis of the dictionary)

Assignment 2. Read on. Explain the meaning of the given phrases using a dictionary. Write phonetic and morphological words separately.

1. Let him turn his face upside down; 2. Mouth is zipped; 3. He did not listen; 4. The sun is invisible at night; 5. He had to patient; 6. To become arrogant; 7. Out of patient; 8. You can't talk too loud.

Assignment 3. Find the phrases in the given sentence. Based on the dictionary, try to replace them with synonyms. Find the number of sound exchanges.

Assignment 4. Find and write the meaning of the given words using a dictionary of phrases. Underline the words that are written on the basis of morphological notation.

1. Shame; 2. Burned mouth; 3. Upset; 4. Lean; 5. Heard; 6. Intended; 7. Exaggerated; 8. Strong; 9. Friendly; 10. Offended; 11. Sincerely; 12. Thunderbolt; 13. Thought; 14. Naughty.

Assignment 5. Find the suffixes of the given phrases on the basis of the dictionary. What types of sound changes are there?

1. He could catch; 2. He was survived 3. The mouth is zipped; 4. He admitted the guilt; 5. Become responsible; 6. To upset; 7. To hate; 8. Insisted; 9. Generous.

Assignment 6. Read the following phrases. Explain the meaning. Say the words that happened.

1. He zipped his mouth; 2. He was failed; 3. Can not remember to say; 4. He kept silence; 5. He was lingered; 6. He was responsible; 7. He shrugged his shoulders; 8. He was thirsty; 9. He drank something.

Assignment 7. Divide the given phrases into groups based on the dictionary using the cluster method.

1. I never return back; 2. He shrugged his shoulders; 3. He was like a devil; 4. He was released; 5. He rejected; 6. He refused; 7. He can not reach; 8. He is able to reach; 9. He was disappointed; 12. He wanted to beat.

Assignment 8. Find the antonyms of the following phrases in the dictionary. Determine which type of sound changes are more common.

1. He is dishonest; 2. He has golden hands; 3. Her hands are sweet; 4. She is vocatioanl; 5. Black hands; 6. He is not reliable; 7. He is nervous; 8. Her heart is weak; 9. His heart is strong; 10. He felt in love; 11. He did not like.

II. Sample assignment for using a spelling dictionary

Assignment 1. Read aphorisms. Find and correct misspelled words. Use a spelling dictionary for difficult words.

Bilmaganin so‘rab organgan olim,

Orlanib suramagan o‘ziga zolim

(If someone information without shying becomes a great,

If does not ask , it would be bad for himself.)

A. Navai

III. Tasks that teach correct pronunciation based on orthoepic vocabulary.[6]

Assignment 1. How many syllables are in the word "in our country"? Which one of them is pronounced louder and longer than the others?

Exercise 1 Read the following with emphasis on the dictionary and continue.

-In Uzbek, the stress puts mainly on the last syllable: boy, instrument, trade.

-There are also words that emphasize the first syllable: but, but, maybe, even.

-In words borrowed from other languages, emphasis is often not on the end of the word: trajectory, physics, mathematics, director, phonetics, grammar, credit, technique, printer, scanner, and page.

-In Uzbek, the accent also serves as a semantic distinction: olma (action), olma (apple), tortma (movement), tortma (table drawer).

Exercise 2 Copy the proverbs and emphasize the pronunciation of each word.

A friend speaks bitterly - an enemy laughs. A friend is known to be in trouble. If you tell me who your friend is, I'll tell you who you are. The word is a bullet. Even if you're joking, think.

Exercise 3 Separate the words from the poem below that do not fall into the last syllable, and practice expressive reading using pronunciation vocabulary in difficult places.

Yurtga muhabbatning mevasi asli,

Bugungacha bo'lgan muqaddas meros.

Shoir avlodimiz, jahongir nasli,

Bu bizga burch asli emas ehtiros.

Tarixga aylanib borar har lahza,

Fursatni boy berib yashash – xiyonat.

Tafakkur qa`ridan kelar bir larza,

Vatanni sevmaslik – jinoyat.

(The fruit of love for the country,

A sacred heritage to this day.

Our generation of poets, the descendants of Jahangir,

This is the origin of our duty, not passion.

Every moment that becomes history,

Losing an opportunity is a betrayal.

A shake that comes from the depths of contemplation,

Not loving the homeland is a crime).

G.Gulyam.

Exercise 4 Memorize words and pronounce them one by one according to the dictionary.

For example: Don't try to take a gold, but try to be blessed. Does the blessing a gold?

III. Conclusion

In order to work with educational dictionaries, it is necessary to improve the teaching tasks that make up the content of native language textbooks. To develop students' speaking skills, they need to be taught to work with all language-related dictionaries. It is clear from today's educational process that it is impossible to teach students all the sciences of the world, in particular, not all words in Uzbek or all the words necessary for student activities, so it is time to develop the ability to work independently with dictionaries and enrich their speech and thinking.

The general secondary education system as a whole should have the skills to actively use continuing education dictionaries. The language should be taught mainly through textbooks.

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