

# The Role of Practical Training and Modern Approaches in Teaching Morphology

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## ABSTRACT

*The article is devoted to the analysis of issues of teaching the level of morphology in the discipline "Modern Uzbek literary language" in the bachelor's degree in Uzbek language and literature. modern approaches to the front are highlighted. The article describes the types of work of teachers and students in the practical classes.*

**KEYWORDS:** *Uzbek language, modern Uzbek literary language, morphology, teaching, practical training, higher education.*

## Introduction

The Decree "On approval of the Concept of development of the higher education system until 2030" (October 8, 2019) states that "at least 10 higher education institutions in the country are recognized by internationally recognized organizations (Quacquarelli Symonds World University Rankings), Times Higher Education or Academic Ranking of World Universities) and the gradual transition of the educational process in higher education to a credit-modular system. 'year [1]. In this process, it is important to improve the teaching methods of each subject. In particular, the Uzbek language and literature is one of the disciplines included in the curriculum of the bachelor's degree program. The issue of teaching the subject of "Uzbek literary language" also requires some research. Although the issues of teaching the morphological level of the language in the theory and methodology of teaching the Uzbek language have been the subject of many studies, the principles, methods and techniques of teaching morphology in higher education, morphology in teaching the types of exercises used, views on modern approaches to teaching morphology are among the issues awaiting scientific and theoretical research. Scientific-theoretical and practical research of morphology and other levels of teaching in the modern Uzbek literary language, the application of its results in practice, the creation of a solid theoretical basis for future professional activities of students, students with advanced modern information and pedagogical technologies introduces students to the formation of skills and abilities to organize theoretical and practical classes of students studying for a master's degree in higher education. In this regard, the purpose of the article is to identify specific issues of teaching morphology in higher education, to highlight the features of the organization of practical training. In order to achieve the purpose of the research, the sources of theoretical analysis of local and foreign literature on pedagogy, psychology, linguistics, language teaching methods were studied and the obtained data and theoretical views were commented. Methods such as generalization of pedagogical experience in pedagogical institutes and universities, study and analysis of normative documents regulating the educational process in higher education, observation of the process of mastering the morphological level of students were used. This research can serve as a basis for further research on the methods of teaching language levels in higher education, in particular, the level of morphology.

### Literature review

The theoretical basis of our research is the study of the level of morphology (Farobi, Mahmud Kashgari, Zamakhshari, Alisher Navoi, MVLomonosov, VVVinogradov, YE Polivanov, VVBabaytseva, LIRakhmanova, AGulomov, S.Usmanov, SH .Shoabdurahmonov, M.Askarova, G.Abdurahmonov, SH.Rahmatullaev, M.Mirtojiev, A.Hojiev, R.Kungurov, E.Begmatov, A.Nurmonov, N.Mahmudov, R.Rasulov), higher Fundamental research on language teaching in education and lower levels of education (... Baydenko, LV Shcherba, LV Anpilogova, H. Nematov, AGulomov, Sh. Yusupova, T. Ziyodova, X .Mukhitdinova, T.Yusupova), research on modern approaches to the theory and methods of language teaching (EGAzimov, YSPolat, Dj.Bruner, U.Rivers, S.Geldiyeva, AAIsakova, LVVakhrusheva, LANovikov , MMKozlova).

Didactics refers to the theory of teaching and learning [8]. Teaching is a collaborative activity between a student and a teacher. These activities focus on achieving the learning objectives set out in the curriculum and programs, and mastering the knowledge, skills, and competencies imparted [4]. At the same time, the study of science focuses on the development of students' thinking. The study of the level of morphology in the modern Uzbek literary language is very important in the development of students' thinking. Consequently, issues in the structure of morphology require constant analytical-synthetic analysis. This process involves mental operations such as comparing, contrasting, studying events, generalizing and systematizing material. The main purpose of studying this level is to expand and deepen students' knowledge of the structure of the grammatical system of the Uzbek language [10,11]. To achieve this goal, the following tasks should be identified:

1. formation of modern concepts about the grammatical system of the Uzbek language;
2. study of word groups with their specific categories and forms;
3. to consider the morphological features of the Uzbek language at the present stage as a natural result of historical changes in the grammatical system;
4. Contribute to the development of students' logical thinking, reasoning, inference.

Of course, in the process of studying this subject, the student should be aware of what knowledge, skills and abilities are required from him, that is, the results to be achieved. These are:

1. Systematic theoretical knowledge of the morphology of modern Uzbek literary language, the ability to compare and argue different concepts related to grammatical concepts.
2. Knowledge of the problems of morphology of the Uzbek language that cause controversy, the ability to analyze different points of view.
3. To know the morphological, syntactic and other features of word groups in the Uzbek language, to determine their features in speech.
4. To master the method of morphological analysis of word groups and to describe a particular word from a morphological point of view.
5. Learn to use Uzbek dictionaries, reference books and scientific publications.

"Modern Uzbek literary language" is a compulsory subject for at least 4 semesters. Of course, the level of morphology will be studied in a separate semester. The science program includes lectures, workshops and independent work. During the semester, students' IFCs are assessed through current, intermediate, and final examinations.

The lectures focus on the deepening and systematization of knowledge relevant to the science departments. The lecture focuses on the teacher's disclosure of the basic, most complex concepts of science, as well as theoretical and practical problems related to them, and makes recommendations

for the practical development of the studied material [2]. Of course, it should be borne in mind that the method of composing lecture notes, which has a long tradition, helps to master the quality of the lecture material. It is worth noting that this method has not been widely used in recent years.

It is known that practical training is a form of organizing the pedagogical process aimed at deepening and mastering the scientific and theoretical knowledge in the lectures, during which students gain skills and competencies at the level studied. . Practical training is appropriate and appropriate for the detailed study of theoretical issues and rules of special importance in science [2]. Through hands-on tasks and assignments, students develop skills and competencies to apply theoretical knowledge in specific situations, and develop scientific thinking and speech. Practical training allows the teacher to monitor the progress of students. Knowledge consists of learning different rules and terms. If, after the theoretical lesson, the learner is able to independently apply the knowledge given in this lesson in the study of a particular sentence or text, such knowledge is considered true linguistic knowledge. The degree to which a student acquires real, solid knowledge is demonstrated in the course of practical training [6].

Practical training requires a great deal of preparation on the part of both teachers and students. Learning is always a two-way process and requires the active participation of each participant. Therefore, the teacher is also the learner in this process. After all, most skilled teachers will say, "I'm going to teach you, and I'm going to learn a lot from you." One of the factors that ensure the success of the lesson is the development of tasks, assignments, test assignments for the control of the lesson, the selection of texts for morphological analysis by the teacher. The methodological literature emphasizes that one of the most important tasks of a teacher is to "provide practical training with the necessary instructions, teaching aids, materials and equipment" [2].

In preparation for practical training, students are required to break down the text of the lecture into sections, to study the literature recommended by the teacher in the process of getting acquainted with the theoretical material of the subject.

During the practical training, students are encouraged to actively participate in the tasks assigned to the lesson, to ask questions, to participate in discussions, to complete control tasks correctly and in a timely manner. This process is built on student engagement. The task of the teacher is to organize the practical work of students in a methodologically correct way, to skillfully guide the activities of students. Of course, it is also important to ask students creative questions that require them to formulate and solve problems independently during hands-on activities. The teacher supervises the work of each student, provides assistance when necessary, provides individual advice, and fully supports the active learning activities of all students [14].

Particular attention is paid to the preparation of the student to speak in front of the group, in public, to defend the work, that is, the student is not busy collecting materials that reflect the characteristics of the chosen topic, but present it to the teacher and the group ability to assume.

Typically, learners confuse the morphological features of each category, confuse one with the other, or use the names of syntactic units instead of morphological units. In our opinion, the analysis procedure, sample, analysis exercises for each branch of linguistics would greatly help to develop students' skills in lexical, word structure, word formation, morphological analysis. Therefore, it may be useful to do some analysis.

Morphological analysis is initially divided into two major groups.

1. Independent word analysis.
2. Auxiliary word analysis.

Morphological analysis refers to the division of a word into categories (groups), the definition of grammatical categories and word forms specific to each category. This requires strict adherence to the analysis of each phrase. For example, identification of nouns, adjectives and other nouns, as well as auxiliary nouns.

Morphological analysis of nouns, adjectives, numbers, rhymes, verbs, and adverbs is an independent word analysis.

In the sources, word groups are divided into five groups according to their abstract grammatical meanings, morphological and syntactic features: 1) independent words;

2) auxiliary words; 3) modal words; 4) appeals; 5) imitation words. Word group analysis focuses on the same features.

Word group analysis is organized in the strict order specific to each word group.

As the grammatical features of specific word groups are studied in each practice session, it is useful to conduct a group-specific analysis. This requires science teachers to explain the assignments in the introductory session (what to do?), How to do them (how to do it?), And what results to achieve (why?). A well-given instruction will bring both the student and the examiner closer to the goal with less effort and time. As a result of various assignments, students gain the following practical and theoretical knowledge and skills:

- work with different sources of information (for example, work with electronic and traditional media, use of the Internet);
- Develop the ability to organize exercises and tasks correctly, regardless of the form (electronic / traditional).

We must not forget the differentiated / differentiated approach to students in education. Attention should also be paid to the preparation of assignments appropriate to the student's abilities. Therefore, materials for some topics may be provided in larger quantities. Students can complete them according to time and opportunity [9, 12, 15,16].

The following sequence of practical assignments and instructions should be followed:

### **Practical training**

**Topic:** Morphological analysis of word groups

**Time:** 2 hours.

**Objective:** To systematize knowledge of word groups.

**Student:**

must know the morphological features and syntactic features of word groups;

be able to perform morphological analysis of word groups.

**Theoretical, informational and other sources on the course:**

1. Mengliyev B., Abuzalova M. Modern Uzbek language (Morphology). - Against: Nasaf, 2005.
2. Sayfullayeva R., Mengliyev B., Bakiyeva G., Kurbanova M., Yunusova M. Abuzalova M. Modern Uzbek literary language. - Tashkent: Science and Technology, 2009.
3. Mahmudov N, Nurmanov A. Theoretical grammar of the Uzbek language. Tashkent, 2008.
4. Saparniyozova M., Ahmedova N. Practical and laboratory lessons on modern Uzbek literary

language. - Tashkent, 2010.

5. Rahmatullayev Sh. Modern literary Uzbek language. - Tashkent: University, 2006.

6. Hojiev A. Theoretical problems of morphology, morphemics and word formation of the Uzbek language. -Tashkent: Fan, 2010.

7. <http://www.gov.uz/> Website of Tashkent State Agrarian University named after Alisher Navoi.

8. <https://n.ziyouz.com/>

9. <https://kh-davron.uz/>

10. <http://til.gov.uz/uz/>

**Tools used:** personal computer, multimedia tools, screen.

### Handouts

□ Methodical instructions on the subject "Modern Uzbek literary language"

Dictionaries

### Tasks for practical training

#### 1. Read anecdotes, find anecdotes with the same content.

##### 1-text.

The restaurant has two customers:

"Bring us tea, bread, food."

A woman in the distance heard them say:

"Why do you add to every word?" Would you like some tea, bread, food? I'll give you a plate of gold if you don't say anything more. "

One of the customers said, "Would you like a plate?" - dermish.

Source: <https://latifa.uz>

##### 2-text.

"Abdullah, my friend, do we Andijan people add the words 'food', 'non-pon', 'money'?"

"Oh, my gosh, that's the way it is in Kokand."

Source: <https://telete.in/s/zaharxanda>

### Complete text-based assignments:

1. Analyze which word groups are involved in the text and statistically analyze them: for example, nouns -?, Verbs -? ...

2. Morphologically analyze the words highlighted in the text.

#### 2. Read the text, identify the interrogative pronouns and morphologically analyze 2 of them.

What are the fundamental rules of journalism? British journalists have an axiom of "5 w". These are the 5 questions that must be answered in the material of 5 "w" journalists. These are: "what?" (what?), "who?" (who?), «where?» (where?), "when?" (when?), "why?" (why?). French journalists elaborate on this, calling it the QQQQCP: "qui?" (who?), "quoi?" (what?), «où?». (where?), "quand?" (when?), "comment?" (how?), «combien?». (how much?), "pourquoi?" (why?).

If we take the fundamental rules of French journalism and apply them to ourselves, then in the materials of our journalists, “Who? What? Where? When? How? Why?” Should be the answer of “KNQQQN”.

Let's think about it some more. Are there any answers to these fundamental questions in the materials of our national journalism in recent years? If yes, fine. If "no" means we are eating "undercooked food".

Source: <https://www.xabar.uz/ru/mualliflar/doniyor-rozmetov/fundamental-qoidalari-knqqqn>

### 3. Read the given text and morphologically analyze the auxiliary in sentence 2.

You hear a lot of words like polite, educated, enlightened, cultured. Such an assessment is made primarily based on one's speech. The following are excerpts from the etiquette of speech, the etiquette of communication in professional activities. Study and read them. Prepare a presentation on "Professional communication skills."

Sweet-spoken snail's skin,

A rude enemy makes a friend. (Saadi Take away everything I have. Please give me a break. Then I will soon be able to regain everything I lost. (D. Webster, American politician and businessman)

Facial expressions are reflected in the mirror, and heart expressions are reflected in the conversation. (Democritus)

Take things in stride and try not focus too much on the problem. (Menandr)

**Procedure:** Assignments are performed individually, it is recommended to repeat the lectures and textbooks on the morphological and syntactic features of word groups.

**Procedure:** Assignments are completed in a science notebook. The subject is written. The answers to the tasks are written according to the instructions on morphological analysis.

**Conclusion.** Each hands-on activity requires a cognitive approach to the learning process. According to this approach, the student is not only the object of the teacher's teaching activity, but first and foremost an active participant in the learning process (Dj.Bruner, U.Rivers). That is, the process should not consist of comprehending and remembering grammatical rules and concepts, but students should become active participants in understanding the nature of the events being studied, taking into account their individual interests. This process also acquires social significance. Because in the learning process, teachers and students need to participate in an environment based on mutual understanding and cooperation.

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