

ACTION NOUN AND ITS TEACHING IN PRIMARY EDUCATION

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Annotation: This article analyzes the essence of the action noun, its grammatical and semantic features, forms of use in the Uzbek language, and effective methodological ways of teaching the action noun to primary school students. The article also includes recommendations aimed at developing students' speech competence in the process of teaching the Uzbek language.

Keywords: action noun, verb, conjugation, grammatical form, language learning, methodology, primary education.

Introduction. The primary education stage is the most important period in which students form the foundation of speech culture and grammatical knowledge. Correct understanding and use of the noun of action in Uzbek language lessons expands the vocabulary of students and develops their logical thinking. Because the noun of action, as the conjugated form of the verb, performs the function of naming an action, state or process.

Main part. 1. Linguistic essence of the noun of action. The noun of action is the conjugated form of the verb. It is formed using the suffixes “-ish”, “-sh”. For example: to read, to write, to walk, to go. This form is classified as a noun, but in meaning it is close to the verb. Therefore, the noun of action is morphologically considered an intermediate category. In Uzbek linguistics, a number of scholars have conducted research on the noun of action - A. Gulomov, Sh. Rahmatullayev, M. Askarova and others. According to them, the noun of action is formed in the process of grammatical formation of the verb and acts as a subject or object in the sentence. For example: Reading is useful. - in this sentence, the word “reading” appears as a possessive, answering the question “what?”, but retaining the meaning of the verb.

2. Grammatical features of the noun of action:

The noun of action:- has the possessive form like a noun (my writing, his walking);- takes plural and conjugation suffixes (readings, from writing);

- acts as a possessive, complement, determiner or participle in a sentence.

However, it does not take the tense, person, or mood forms of the verb. Therefore, although it expresses an action, it does not indicate the time of its execution.

Teaching grammatical topics in primary grades is carried out, first of all, taking into account the age characteristics of the student. When explaining the noun of action, it is necessary to pay attention to the following stages:

1. Observation stage - students are given examples of verbs and nouns, and the difference between them is found. For example: “I write - writing”, “I read - reading”.

2. Analysis stage - students determine the meaning of words formed using the suffix “-ish/-sh”.

3. Practical stage - students are given exercises such as constructing sentences, finding action names in the text, and classifying them.

4. Creative stage - short text writing assignments are given on topics such as "What is reading for me?" and "The benefits of reading."

Through these methods, students not only master the grammatical concept, but also learn to use it correctly in speech activity.

4. The connection between the name of the action and speech development

The name of the action increases the ability of students to generalize their thoughts. Because it names the action as an objective concept. For example, the word "read" expresses all educational activities and helps the child to understand the process in general. Therefore, it is recommended to actively use the names of actions in speech development exercises for primary school students.

The noun of action occupies an important place in the grammatical system of the Uzbek language. It is a transitional form between a verb and a noun, expressing action as a process. Teaching the noun of action in primary education is of great importance in developing grammatical thinking, speech culture, and written literacy in students. Properly selected methodological approaches — analytical, practical, and creative tasks — make this process more effective.

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