

ON THE PROBLEMS OF MEMBERSHIP OF TERMS IN MOTHER TONGUE

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Abstract: Primary mother tongue education in the system of continuing education prepares students for social and life activities, as well as to ensure that they acquire the knowledge, skills and abilities necessary for further education. The article discusses the problems of the membership of terms in the science of the native language.

Keywords and concepts: elementary school, mother tongue, continuing education, membership, linguistics, terminology, knowledge, understanding.

One of the most pressing problems of today's pedagogy is to ensure the vertical and horizontal continuity, consistency and continuity between all the components of the system of continuing education, based on the content of the subjects studied in them.

The state education standards recognize that the system of continuing education is based on the principle of continuity and continuity, with each type of independent education with other types and stages of education. Primary education is a very complex and important period of the system of continuing education. In particular, primary school mother tongue education in the system of continuing education prepares students for social life and initial serious intellectual (educational) activities, as well as to ensure that they acquire the knowledge, skills and abilities necessary for further education.

"... we have declared the education of the perfect man as a priority of state policy. When we say a perfect person, we mean, first of all, well-educated people who are able to think independently, who can set an example for others by their behavior," said the First President Islam Karimov. Indeed, in the education of the swimmer at the level of a harmoniously developed person, it is important to form his thinking, the ability to think independently. In this case, the role of the science of the mother tongue, its interaction with the sciences of the socio-humanitarian category is extremely unique. Whether in the social sciences or humanities, whether natural or thematic, the skills and competencies of the mother tongue are directly involved in their learning by learners. The continuity of the science of the mother tongue is important for the constant preservation of the subject of the lesson in the mind and thinking of the student.

In order to master the knowledge, it is necessary to constantly develop students' thinking skills, logical memory, creative imagination, as well as oral and written speech. In this regard, the field of mother tongue education has a huge potential compared to other subjects. In the new edition of the State Education Standards based on a competent approach, it was noted that "the curriculum of the native language should be based on the requirements of the State Education Standard, aimed at the formation of competencies in students." After all, all the basics of science about nature and society are taught through the mother tongue. Therefore, the scientific and methodological organization of the study of the native language in a continuous, consistent, step-by-step and integrated with other disciplines, the correct definition of its content provides students with a thorough, logical and integrated systematic knowledge.

As mentioned above, the urgency of the problem becomes even clearer when we consider that the science of the mother tongue is considered not only as a subject of study, but also as an educational process that organizes the entire education system.

In our country, the basics of the science of the native language are taught at all levels in accordance with the content of education in certain courses. The establishment of interdependence, coherence and consistency between the types of education is carried out by ensuring a comprehensive connection between the subjects (subjects), chapters, topics, teaching materials. In particular, it is necessary to ensure continuity between courses (classes) that represent the basics of the native language, to select teaching materials in accordance with the age characteristics of different primary school students, to place them on the basis of a certain logical sequence, interdisciplinary coherence and consistency. There is a problem of providing lingvodidactic and lingvomethodological bases for achieving the principle of membership in the learning process by taking into account the minimum of skills and competencies.

It is important to study the problems of the coherence of terms in the subject of mother tongue taught in primary school, based on a comprehensive analysis of existing experience in the effective teaching of the native language. Words specific to science, technology, art, or any profession are called terms. These usually mean the same thing: emphasis, cut, motivation, and so on. Scientific terms are terms used in a particular field of science, art, or technology.

They are formed in two different ways: a) by specializing the meaning of words in the common language; Some of the commonly used words have narrowed their meanings to one meaning in the vernacular and another in scientific discourse. There are many such terms in our language: nouns - noun, adjective, number, verb, form; some of the mathematical terms are root, picture, set, and x. The word verb means character, verb in the vernacular, the name of a group of words in the scientific language. b) by deriving terms for scientific understanding from other languages; is formed by taking words from other languages: homonym, fraction, tangent, positive, sinus, negative, and x.

Scholars such as V.Reshetov, A.Khojiev, O.Usmanov, R.Doniyorov, Sh.Rakhmatullaev, S.Ibrokhimov, H.Bektemirov conducted research on linguistics and compiled the following dictionaries of terms.

Literal meaning of the term calligraphy: (Greek beautiful writing, letter). The art of beautiful writing, calligraphy, calligraphy.

It is formed by borrowing words from other languages. These are used only in this field of science and are not used in the vernacular: homonym, fraction, tangent, positive, sine, negative, and x.

Professional terms (professionalism),

are words of a particular profession, as can be seen from their name.

Terms related to the teaching profession: рейтинг, йиллик баъс синф журнали, педкенгаш, etc.

Terms related to the sewing profession: андоза, ангишвона, катим, бичик, жияк кадамок, тугма etc.

Terms of deodonization: жуякни катта олмок, кетмон, пуштани кенг ташлаш.

Terms related to the profession are also included in the lexicon of the dialect, which is the dialect of the owner of the profession. Because the word used by the Bukhara artisan may be a note to the Tashkent artisan.

Doctor of Philology Sobirjon Ibrokhimov studied the language of craftsmen and created large books on FarFona's professional vocabulary. Such words are used by writers in all forms of style, especially in the artistic style, to show that the people involved in the play are skilled.

Note: The arrangement of terms is of great importance in any language. Therefore, there is a special branch of linguistics, which deals with the principles of creating terms and the problems of their regulation, which is called terminology.

The unit of study of terminology is terms.

The main principle of our modern terminology is the nationalization of terms as much as possible, the effective use of the internal potential of our language in the creation of terms, the acceptance of terms from a foreign language, if necessary. That is why such terms as radio (not sound), airport (not airplane), institute (not university), airplane (not plane), which are widely used among the population, have been preserved in our language.

A term (term) is a word or phrase whose meaning is specialized to accurately express a particular concept in a particular field of science or profession.

The movement to regulate terms was carried out in different ways in the early years of independence: a) the choice of terms from Arabic and Persian instead of terms from Russian and European languages: through the airport; ready to replace the plane; university instead of district, district instead of district, radio instead of voice, telephone instead of telephone; b) search for Uzbek equivalents of terms from Russian and European languages through the internal possibilities of the Uzbek language. If there is no alternative, use terms from other languages in accordance with the phonetic laws of the Uzbek language. E.g. like a computer.

Students in elementary school who have been taught on the basis of non-updated content may not be able to master the learning materials that should be taught in the 5th grade textbook not because of their complexity but because they are not ready for it. In this regard, the Methodist scholar A. Fulomov writes: »1.

It is known that x, any subject is taught on the basis of certain concepts and terms. The set of concepts of each science defines the system of concepts of this science, and its existing set of terms forms the terminological system. When a student fully understands the meaning of concepts and terms, he or she will be able to master the theoretical foundations of the subject being studied, and will be able to practice the various tasks assigned to him or her in a relatively fast and high-quality manner. , consciously occupies. From this it is clear that the terms and concepts x, the development and specificity of any science x, and are important in the effective course of its teaching process.

In the isolated dictionary of the Uzbek language, the word term (Latin "terminus" - check, boundary) is a word or a combination of words that is a specific and stable expression of a particular concept specific to a field of science, technology, profession; atama »2; concept word «T. A general idea that summarizes the logically separated features of things and events, the relationship of relationships; form of thinking. 2. In general, things, events, imagination, understanding. 3. Level of consciousness, consciousness. 4. The level of human knowledge and imagination, level ”3; the term suza is “1. The term. 2. In general, the name »is izoh ^ angan4. Despite the similarity and similarity in these isotopes, it is clear that in some cases the term does not always express the same concept as the meaning of the term.

In most science systems, the terms are relatively uniform. However, there are differences in the expression of some terms used in the study of the mother tongue. This can be found in the state educational standards, curricula, schools, academic lyceums and vocational colleges, textbooks of higher education institutions, scientific and methodological manuals at various levels of the system of continuing education. Below we will focus on some of the places where the different expressions of terms and concepts occur in the teaching of the mother tongue.

Based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary education and secondary special,

vocational education", the section "Indicators determining the content of education" "grouping words according to their content", "suffixes of several forms", "types of sentences for expressive purposes", "important (some) characters used in written speech: commas, parentheses, semicolons, colons Sentences and phrases, such as "monologues", "written creativity", in our opinion, are similar to sentences that require a logical explanation.

The improved curriculum continues the tradition of introducing existing artificial restrictions on the assignment of terms to language materials to primary school swimmers. For example, elementary school swimmers only learn Horse as a term when they are in 3rd grade.

Until then, they learn in 1st grade as the name of a person, the name of an object, in 2nd grade as the name of people, the name of things, the name of an animal, a city, a village, a power and a river. From the point of view of logic, it is time to assimilate the concept of "the name of an object or thing" in relation to the teaching of concepts such as "the name of a person, thing, animal, city, village, power and river", as in the experience of developed countries. is scientifically and methodologically relevant and effective. It has such limitations and is found in important terms such as cut, adjective, number, rhyme, verb. In fact, if the theoretical and practical knowledge of the language is given in grades 1-4 on the basis of norms, and their teaching is methodologically organized, then a 6-7-year-old primary school student will be able to acquire knowledge, skills and abilities of any age. has the ability to possess.

In the section "Knowledge, skills and abilities that students need to master" of the program from the parameter of the ability to express ideas in writing to dictations written by students of grades 1-4, the consistency of the creative text is required. However, it is well known that dictation is written on the basis of a teacher's dictation from a certain preparatory work on the basis of a specially prepared text in a textbook or collection. Therefore, it is necessary to consider the issue of giving descriptive, pictorial, memorized types of dictation for grades 1-2.

In elementary school textbooks on the same topic (2nd grade) "In some words, two identical consonant letters are written side by side: smile, honor, smile." and in the 3rd grade, "In some words, two identical consonants come in a row: -galla, telegramma, kassa, pilla." In the upper grades, especially in scientific grammar, these phenomena are taught as the term consonant. The juxtaposition of different consonant letters in words such as desk, board, notebook is represented by the name of a series of consonant words, and it means a completely different concept in the language.

In the experiment, it is observed that swimmers make serious mistakes in distinguishing between the types of speech for the purpose of expression, including the calculation of urges. They often confuse command statements with emotional statements. A specific reason for this is the violation of the consistency and coherence of teaching some of the topics used in the educational process. Because in elementary school (2nd grade) the topic of "Speech" is used, and the theoretical information based on it has the following place:

"A full stop (.), A suffix (?), Or an exclamation mark (!) Is played at the end of a sentence." Young school children, whose abstract thinking is not well developed, become accustomed to dividing sentences into verbs, pronouns, and pronouns for the purpose of expression, based on the information expressed in the textbook, as above. In fact, urges are a separate type, which is determined by the participation of emotion in the process of expressing the verb darak, surok and command. There are also normative documents of primary school, textbooks, "types of speech for the purpose of expression" in the upper grades, "types of speech for the purpose of expression" in different variants.

Applying recognized concepts directly to surok and commanding sentences seems futile. Because, in our opinion, surok and command sentences cannot be a kind of sentence for the purpose of expressing an opinion. There are several examples of the same concept or term being expressed in different forms, such as the above, in educational standards, curricula and textbooks pertaining to the elementary level. In the

experience of developed countries, it is expedient to emphasize that the terms and concepts of the science of the mother tongue have the same tradition of naming all types and stages of education (school, lyceum, university) and to implement the same approach.

Another important aspect of the connection with terms is the situation encountered in the translation of terms. It seems expedient to leave such terms as synonyms, antonyms, homonyms, which are the types of words in relation to form and meaning. Experience has shown that the use of translation of terms in the teaching of the native language is not always justified. For example, the term antonym is taken as a word with opposite meanings based on translation. First of all, in the Uzbek language, verbs with and without participles, such as summer and summer, are lexically contradictory words. But they do not meet the requirements of the term antonyms. Because antonyms must have different lengths, secondly, in the process of learning Russian and English in secondary education, swimmers are prevented from re-learning these terms as new concepts. Also, the use of pronouns in place of homonymous words seems to be a condition that causes some inconvenience. For example, the words autumn and spring in the compounds such as the autumn of the ambiguous tree, the autumn of the spring, the autumn of the ring, or the shirt no, asi, jarni yok, asi have exactly the same form, but they are not homonymous words, but polysemous words. That is, a word with many meanings grows out of a single word, no matter how strong its meaning. Formed words in our speech, such as ash (horse), ash (verb), ut (horse), ut (verb), ut (horse), are separate words. It also means "close meaning."

The term "synonym" is not always synonymous. In addition, we should not overlook the fact that any term serves as an important source in the enrichment of our language.

Due to the problem of coherence of concepts and terms in the textbooks of the native language at different levels, it is natural that the situation causes certain hesitations and difficulties in the students' thorough understanding of the basics of the subject of the native language. The disproportion of terms or concepts related to the subject of the mother tongue, which is the basis for the integration of all disciplines, although seemingly insignificant at first glance, is in fact of significant educational and social significance.

In conclusion, the system of terms and concepts of each science consists of a tried and tested set in this area. Elimination of artificial barriers to terms and concepts through the development and implementation of uniform standard forms of terms and concepts for all levels of education in the field of mother tongue education will have a positive impact on the quality of knowledge, skills and abilities of students in the subject of mother tongue.

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