



## **PEDAGOGICAL SIGNIFICANCE OF TEACHING ACTION-SEMED LEXEMAS TO CHILDREN OF EARLY SCHOOL AGE**

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### **Abstract**

This article discusses the pedagogical significance of teaching action-semmed lexemes to children of early school age and its role in child psychology, as well as what methods and techniques are appropriate for teaching them to primary school students.

**Keywords:** Lexemes with action sema, sema, interactive methods, verbs of action and state, transitivity.

### **Introduction**

In primary grades, the topic “Verb” is taught from the first stages.

This topic is discussed in class (meaning of words), a total of 23 hours are allocated to this topic in the 1st grade native language textbook, and the knowledge, skills and competencies covered in this are as follows.

By the end of the school year, a primary school student should know the following: It is mandatory to master the skills of grouping words according to their meanings. Must be able to use verbs that actively participate in the literary language in the expression of ideas.

By the 2nd grade, the topic of “Verb” is narrowed down to a vocabulary topic, just like in the 1st grade. In the 2nd grade, 54 hours of the mother tongue textbook are allocated to this topic.

The requirements for the knowledge, skills and qualifications of young primary school students are as follows:

They must be able to compose and write sentences using words, compose sentences on a given topic, and retell stories.

In addition, primary school students must be able to do the following.



It is strictly required that they know how to read words, sentences and texts, without omitting, adding or replacing letters, following the rules of good handwriting, and correctly writing sentences they hear.

They must know how to divide the part of 4-5 syllable words that does not fit into one line into syllables and transfer it to the next line,

they must be able to compose 2-3 sentences about the subject of the verb, understand its content and know how to write it;

they must be able to compose a sentence with 5-6 verbs based on pictures, explain it and know how to write it;

Now, in the 3rd grade, lexemes denoting action are taught as "word groups", and the requirements for the student's knowledge, skills and qualifications are changed to the following.

they must know that a verb consists of participial and intransitive verbs and how to form them, verb-forming suffixes, and whether the verbs they participate in are intransitive verbs.

- Must be able to correctly write verb-forming suffixes and form verb phrases using word-forming suffixes.

Within the framework of the verb topic, he must be able to compose a 5-6-sentence connected speech and, after some preparation, be able to memorize and write it.

The culture of speech should be learned to correctly express the sentences belonging to the verb word class in oral and written speech.

By the 4th grade, a primary school student will have studied the topic "Verb" for a total of 28 hours, in which the requirements for the student's skills and qualifications are as follows, and the requirements will become more complex over time.

- He must be able to distinguish word classes and distinguish their signs.

- must have the concept of a verb as a word group, verb tenses (past tense, present tense, future tense)

- must distinguish verb tense suffixes, their writing and pronunciation, and their spelling.

- must know the conjugation of a verb, what are the declension suffixes

- must know the 3 tenses of verbs and their formation, the existence of the infinitive forms of person and number.

- must be able to syntactically analyze each participle of sentences;



- must be able to copy and write an 80-90-word text related to the learned rules in the form of a dictation, following the rules of good handwriting;
- independently plan, retell, tell and write a written description of the given text.
- must be able to create a title, compose and write a text based on a given topic or picture.

Verb tenses are required to analyze their function in a sentence.

Verbs are inflected by accepting person-number suffixes. The change of languages with person-number suffixes is described as inflection. For example, I read, we read, you read, you read, you read, you read.

The suffixes in verbs that indicate the exact agreement with the possessor are person-number suffixes (inflectional suffixes).

Verbs have three person-number (I person, II person, III person) and two numbers (singular and plural). They are interpreted as speaker, listener, and other. Each inflectional suffix in a verb indicates both person and number in the singular and plural. For example, the suffix -m in the verb *bordim m* indicates the first person singular, and the suffix -san in the verb *boryampan* indicates the second person singular.

Persons are always given in

Singular and Plural.

I person - m: I went - k: I went

- man: I want to go – we: I want to go

II person - ng: you went - you went

you want to go. - you: you want to go

III person (does not have a special suffix) - went - (s) went

Personal suffixes are added to the verb stem depending on the tense.

For example: the verb *went* takes the past tense suffix -di, so the personal suffix -m is added to it.

The personal suffix -man is added to the verb *read*, because this verb takes the future tense suffix -y.

Verbs consist of three tenses.

1) past tense (completed action)

2) present tense (ongoing action)

3) future tense (planned action)



The tense of a verb is determined by the time (time) at which the speech is being spoken.

For example: I went, you went, indicate that the action was completed before the time at which the speech is being spoken, therefore they are called past tense verbs; the verbs I am going, I am going indicate that the action is being completed at the time at which the speech is being spoken, therefore these verbs are called present tense verbs; the verbs You want to go, You want to go indicate that the action will be completed after the time at which the speech is being spoken, therefore they are called future tense verbs.

The meaning of time in verbs is expressed by means of special suffixes. The suffixes that are added to the verb are tense suffixes. Temporal suffixes are always added to the verb before the case (person - number) suffixes.

Present tense verbs answer the question "What is doing?" and express an action that is being performed right now, that is, at the time of speech;

Past tense verbs answer the question "What did he do?" and indicate that the action was performed before, that is, before the time of speech;

Future tense verbs answer the question "What will he do?" and indicate that the action will be performed after, that is, after the time of speech. Elementary school students learn the tenses of a verb from the questions asked of it. The questions also reveal its lexical and grammatical meaning.

Present tense verbs answer the question "What are you doing?" and express an action that is being performed at the present time, that is, at the time of speech;

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Future tense verbs answer the question "What will you do?" and indicate that the action will be performed after, that is, after the time of speech. Elementary school students learn the tenses of a verb from the questions asked to it. The questions also reveal its lexical and grammatical meaning.

It is very important to teach students to use interrogatives correctly to form and learn the tense form of a verb. To achieve this goal, first the student is explained, and then the attention of the students is focused on determining who is the performer of the connection between the interrogative and the verb tense. To form the tense form, the second person singular form of the verb is taken as an example.



In primary grades, the main form of the verb is not studied in depth. The verb tense is formed only by asking questions to the verb.

The exercise of forming three tenses from one verb and comparing them helps to understand the essence of the verb's tense category. Therefore, it is advisable to regularly conduct the exercise of teaching the verb with tense suffixes in the process of studying the topic "Verb".

Verbs are formed by taking person - number suffixes. Person-number suffixes are always added after tense suffixes, there are no exceptions.

To develop skills in person-number in verbs, exercises are used in the lesson to add person-number suffixes appropriate to the content, conjugate given verbs in the present, past, and future tenses with person-number suffixes, and organize verbs in terms of word class.

In the process of studying the subject of the verb, the following types of exercises can be used and are considered effective:

Make sentences from words that answer the following questions: Who? Where? What did they do? (The children rested in the mountains.)

Read and write the word that matches the content of the sentence instead of dots. Students choose the appropriate one from the given synonymous verbs with close meanings. For example, we are in the garden ... (to walk, to walk) Such exercises teach us to distinguish synonymous verbs depending on the context of meaning, and show the difference in styles.

Find antonymous verbs with opposite meanings and complete the sentences.

For example, combined go, uncombined do not.

Find and write verbs that match the content of the proverb without participle or participle instead of dots. (fear of work..., fear of work) (be quick with words..., be quick with work).

In grade 3, students are taught about the conjugation of verbs with personal and number suffixes, verb tenses, compound, compound, and simple verbs.

If the above-mentioned action words in grades 1, 2, 3 and 4 are taught to children using interactive methods and methods, the effectiveness and accuracy of the lesson will increase and it will not be boring for the child. Now we will get acquainted with the types of interactive methods that can be used to be effective for the child and the types of such methods.



In classes based on interactive methods, the student participates throughout the lesson. For this reason, there is sufficient student participation and practice to develop the student's knowledge and skills.

Organizing the learning process in which the student is in the center creates a number of advantages, and interactive methods serve to increase the effectiveness of the educational process.

These methods are mainly implemented through various forms of teacher activity. Below we will briefly consider some of them.

There are many interactive teaching methods, which include the questioning method, the discussion method, the conversation method, the group discussion method, the discovery learning method, the group collaboration method, the practical training method, the debate method, the research method, the role-playing method, the independent learning method, the learning method by teaching others, the brainstorming method, the vocabulary method, the conference method, the pair-by-pair communication method, the voting method, and the "Ferris wheel" method. The method of teaching by asking questions. The teacher asks students a series of questions and thus encourages them to repeat the information given. In this way, it is determined that they have understood the verbal and other communication methods used by the teacher.

This method is effective mainly in explaining verbs of action and state, and if the question is asked by demonstrating the action-semantic lexemes in practice, the relevance of the verb to the subject increases even more.

### **Discussion Method**

Encourages and advises students to talk, clarify issues, ask questions on the topic of lexemes with action semantics, as well as analyze the information through discussion with each other and with the teacher.

**Conversation method.** It is important to provide an explanation of this topic in a situation where source information related to the topic of the verb is provided and as part of the lesson. Usually the lecture time should not be more than 30 minutes, and the main time is during the lecture and at the end of the lesson, some time is allocated to ask questions to the teacher, and the student retains the answer he received in his memory for a lifetime. When using this method, the child mainly isolates verbs by composing a text.



**Group discussion method.** This teaching method allows the teacher to "speak" very little, and most of the time is devoted to discussions among students. In this case, the teacher can distribute a picture exhibition and pose a problem, such as finding and writing verbs that fit the blanks or dots.

**Discussion method.** The study group is divided into two or three groups, and a discussion and exchange of ideas on a verb topic is held. This method also makes the lesson interesting and encourages everyone to actively participate in it. In this case, if the student shows the actions through mimicry, the rest of the group members can guess what verb or action is being performed, the student will better understand the essence of the verb.

**Project method.** This method implements a complex method of education that involves the development of knowledge and skills, analysis and evaluation. In the project method, students are more involved in planning, organizing, checking, analyzing and evaluating the results of the work done. Students design some small project works, diploma and course projects, graduation works on a scientific basis, independently perform them, write them, make presentations, try to analyze the goals and results set. Independent learning method. This method is aimed at students' independent mastery of educational material, self-examination skills, and the ability to fully and consciously express the content of the given text. This method is carried out periodically, serves to form students' skills of independent learning, thinking, working with a textbook and engaging in independent practical activities. Each student performs a task that is organized individually or in general. The teacher does not interfere with the students' practical activities, but guides and directs them through external feedback.

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teacher does not interfere in the practical activities of students, but guides and manages them from the outside using feedback.

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