



INNOVATIVE TECHNOLOGIES IN WORKING ON AUXILIARY WORD GROUPS IN PRIMARY GRADES

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Abstract: *in this article, opinions and views on the methods of working on auxiliary vocabulary groups (some words) in elementary grades are expressed. This article is up-to-date in that it presents guidelines for the practical application of some methods together with theoretical information on the topic. The methods were developed within four stages of primary classes.*

Key words: *knowledge, practice, experience, skill, because, but, after all, but, auxiliary word group, independent word group.*

Vocabulary learning is a systematic, consistent, and goal-oriented process that requires creative thinking and ideas from the teacher. When classifying word categories into groups, several characteristics of words are considered and they are:

1. Dictionary;
2. Grammar;
3. Lexical-grammatical.

The division of words into groups based on the above characteristics is called word groups. When dividing words in our language into groups, they consider their lexical and grammatical meanings as well as their lexical meaning. Words that have two of these features, lexical and grammatical meanings, are independent word groups. Independent word groups are made up of the following word groups:



1. Noun word group;
2. Adjective word group;
3. Number of words;
4. Verb phrase;
5. Ravish vocabulary;
6. Pronoun word group.

From the features mentioned above based on scientific evidence, there are two, that is, words that do not have lexical and grammatical features, but have lexical (adding additional meaning to the sentence, words) intermediate words. or are called separate word groups. And they consist of:

1. Exclamation
2. Imitation
3. Modal words.

Word groups that do not have any of the three features listed above and serve to connect sentences or words in a sentence are called auxiliary word groups, and they are the following:

1. Helper
2. Connector
3. Download.

Based on the requirements of the new national curriculum developed by the Republican Education Center for the fundamental reform and development of the education system of Uzbekistan, it can be said that primary school students, as defined in the previous educational standard, they should have more knowledge than the stated requirements. The national curriculum does not provide a complete understanding of all the above-mentioned word groups. In addition to independent word groups, the names of the remaining two word groups are presented to the reader without a term. Some words within these word groups are introduced to the reader.



If we focus on auxiliary word groups, the student will first be given information about some of the words in the linking word group. Those words are:

Because; But;

After all;

But.

With the above connecting words, elementary school students in the 2nd grade mother tongue and reading literacy textbook, section 5 "Who will I be when I grow up?" get acquainted through the department. With the help of the text "I want to be a scientist", these connecting words are explained to the students in the following ways:

To show the reason why he decided to become a teacher. With the help of this piece of text, the function of the word "because" can be explained to the reader. After all, the "reason" for deciding to become a teacher is emphasized here.

After all, the word is to emphasize the good aspects of the teaching profession. In this sentence, it appears in the following form: "After all, we know how to read and write today because there are teachers..." it can be said that it is a word that serves to emphasize. Because the word "emphasizes" is also mentioned in the text.

But the word-scientist is a word used to show that it is not an easy job, behind it there is a lot of work. Although this word is considered a conjunction, the reader is not given an understanding by means of this term. Because it complicates the understanding process of a young child.

But the word is used to show that he gave up being a teacher and chose science.

The process of teaching the connecting word group, which is part of the auxiliary word group, to primary school students is in the same order. It is effective to use practical exercises to improve the given knowledge, skills and abilities.



CONCLUSION

The process of learning auxiliary word groups is carried out slightly differently from independent word groups. That is, as stated above on the basis of scientific evidence and opinions, students are not introduced to the names of groups of this word group. Some words are explained based on simple rules. What methods and tools to use depends on the individual and cognitive abilities of the teacher.

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