

QUALITY TEACHING METHODOLOGY IN GENERAL EDUCATION SCHOOLS

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ABSTRACT

In this article, opinions are expressed about the method of quality education in the lower classes of general education schools. Also, information is given on the essence of teaching quality course, the main principles of its teaching, the correct ways of teaching it in primary classes.

Keywords: method, education, quality, essence, method, school, lesson, teacher, student.

INTRODUCTION

We know that the basic units of the language are divided into separate parts. Our speech consists of separate units of language, and is divided primarily into sentences, each of which expresses separate thoughts.

The purpose of repeating the above topic is to find out what the students were able to master during the academic year on the subject of quality and what problems they had difficulty with. We know that within 45 minutes, the teacher cannot fully complete the purpose of the lesson with all the pre-prepared plans. Therefore, it is the duty of the teacher to solve some of the problems that are more difficult to understand during the lessons. In this regard, we address several questions on this topic. It is necessary and necessary for the teacher to have good knowledge, skills and competence to repeat previous topics.

LITERATURE ANALYSIS AND METHODOLOGY

An adjective is an independent part of speech meaning, it expresses the sign, nature and type of an object or related to it in some way. [2;10]

The adjective has an inseparable connection with the noun and includes not the grammatical object itself, but the property, situation, relation, and condition of the object.

An adjective as a part of speech has the following characteristics:

1) Adjective explains the sign of the object in terms of meaning. From this point of view, he answers the questions of how? becomes Nawab.

2) Aggregation is not characteristic of quality. Therefore, in the additional descriptive phrase, the noun, whether it comes in the singular form or in the plural form, remains in the singular number: a beautiful view - beautiful views, a white cloud - white clouds.

3) The adjective has a degree, its morphological sign is the suffixes ~tar, -tarin.

4) The adjective has special word-forming affixes. Suffixes and prefixes are used almost equally in word formation. Some adjectives are formed by two grammatical means: both a prefix and a suffix:

My preschool days were spent in the summer in Suktare and the winter in Mahalla Bolo (S. Aini, Memoirs, vol. 1).

5) From the syntactic point of view, the adjective in the sentence is the most defining: As soon as you reach the foot of a mountain or a meadow, along with the pleasant spring wind, a pleasant fragrance reaches your nose (S. Aini, Selected works).

The adjective in the sentence can also function as a noun and its nominal part: But Habiba was smarter, more talkative, more skilled in reading than the girl of Khatib (S. Aini, Memoirs, vol. 1).

Attributes also come to the task of the way of action: We also want to live better, more blessed and fuller (J. Ikromi, Shadi).

The adjective is divided into two groups according to its meaning and grammatical function: original and relative. These two groups differ from each other with some signs.

RESULTS

A substantive describes the character and character of an object. Original adjectives vary according to their lexical meaning. They represent the color, smell, taste, weight, nature, temperature, stability and other properties of objects: red, white, black, low, bitter, yellow, colorful, beautiful, tall, small, light, hot, strong, etc. [2;10]:

I got up and went out, the weather was clear and calm, a light wind was blowing (S. Aini, Memoirs). Gulbibi also wrapped Arbob's big white beard with both hands (S. Aini, Favorite Acars).

One group of original adjectives represents the physical signs of people, the nature of character and character of people, etc.: old, young, small, fearless, strong, good:

He was a light-hearted, generous and bearded man (R. Chalil, People of the world). Also entered the house following the owner of the house - a one-eyed man, who at first glance seemed to be a mean and evil person (J. Ikromi, Daughter of Fire).

Most of the original adjectives are root words based on their appearance and origin and belong to the oldest period of the language: good, bad, red, white, new, old, big, small, old, young, right, and the like.

In comparison with relative adjectives, it is necessary to note such lexical and grammatical features of original adjectives.

Original adjectives have a comparative degree: good-better-best, big-biggest-biggest.

They come in a variety of sizes: very good, very large, extremely wide, extremely far, etc.

The presence of degrees of scarcity, abundance and smallness: red, blue, beautiful, bluer, red, can-white, big, beautiful.

Most original adjectives have antonyms:

good-bad, big-small, sweet-bitter...

From the original adjectives with the help of suffix -i (-ri) nouns are created abstractly: white-whiteness, good-goodness, cleanliness

Relative adjectives

Relative qualities show its relationship with other subjects [2;10].

For example: brick house, iron door, woolen clothes, cotton socks.

Such as:

Regarding people: fatherly love, brotherly friendship, school uniform, mother tongue.

For items: wooden gate, pet, iron bridge, leather wallet.

Regarding the abstract concept: intellectual work, scientific work, voluntary detachment.

Relative to the place: European buildings, Ukrainian coat, Ukrainian man.

Relative to time: today's event, night ward.

In terms of action: training course, working animal, hunting game, purchasing power, hunting organ.

DISCUSSION

Morphologically, relative adjectives differ from original adjectives in that they do not have a comparative degree and an antonym, as well as express abundance and scarcity, smallness

and caress. Relative adjectives appear mainly in the artificial and continuous form, while original adjectives consist mainly of root words, but sometimes, contrary to the strict rule of relative adjectives, under the influence of original adjectives, some of them receive comparative suffixes and become long, narrow, this situation is not general. and marked as an exceptional case: shy-shy, sad-sad.

Secondly, it is necessary and necessary for the questions asked to the students to be scientific and relevant to the topic.

Pay attention to the following questions:

Find the words that define the form of the given nouns. Write their questions next to them.

How about apple?

Bird of the field - how is it?

Big city - what's it like?

A three-story building - what is it like?

Broad street - how?

Loving mother - how are you?

2. Answer the following questions in writing. Underline the quality. How is an adjective different from a noun?

The teacher asks the students to give an oral answer to the question "what is the difference between an adjective and a noun" in addition to a written answer.

What color are the flowers?

Flowers are red, white, yellow, pink, pink.

How does pomegranate taste?

Pomegranate has sweet, sweet-sour, and sour (what?) flavors.

What color are apples and grapes?

Apples and grapes are red, white, black. (how?)

To the oral question, the reader Mamasharifov gives the following answer: "The adjective differs from the noun in that the noun expresses the object and answers the questions what?, what?, who?, who?" To answer, the adjective explains the sign (noun) of the object and is always subordinated to the noun and to the questions of what?, how? is the answer.

Example: apple is the subject (noun).

Sweet is a sign of an apple, that is, it represents what kind of apple it is.

After analyzing and discussing whether the student's answer is correct or incorrect, the lesson moves to another part.

3. What is the function of the bold words?

1. The redness of Rana's face looks like a red apple.

2. Her beauty is like the beautiful faces of our village girls.

The yellow of this scarf is like a yellow flower.

Reader Akramova answers this question:

In the examples given,

Red in the first sentence is a noun, and "red" in the second is an adjective, because it explains the sign "apple" - what it is like.

– In the second sentence – "beauty" is an abstract noun, "beautiful face", beautiful

The second is explaining the sign of the subject - "face", which is an adjective.

In the third sentence, the word "yellow" as an object is an abstract noun, and in the second sentence, "zarab" explains the sign of "flower" and answers the question, "How?" The answer is that it is quality.

Make sentences that contain the given adjectives. Move them to your notebook. Give examples of singular and plural nouns.

For original qualities	For relative adjectives
Fatty bread low– small– yellow– Bitterness– sweet– Bomaza–	Spring - spring sowing Autumn – wool– household– Water – Children – desert–

Students are quick to complete this task. In the examples of the first column, the reader Boltaeva finds such necessary nouns and makes phrases:

Original qualities	Relative adjectives
Low house A little boy Yellow flower Bitter donut Sweet apple Delicious food	Autumn apple Woolen blanket Home work Water bird Children's clothing Morning guy

Plural nouns take the collective endings: –on (–on), –gon, –ho – and form a plural noun from a single noun.



Students - students

Worker - workers

Book - books

CONCLUSION

Make sentences from the given compounds. Underline the adjectives and separate the suffixes. Then, according to the teacher's instructions, say what the adjectives mean.

Homework, wall clock, men's clothing, smart man.

According to the teacher's instructions, most of the students start making sentences, at the request of the teacher, one of the students is asked how to make sentences. He recites the following sentences:

Doing the homework exercise was less difficult.

On the birthday of my brother, I gave him a wall hanging.

There are not so many men's clothes in rural stores.

A wise man never gets into trouble.

After reading the exercise, the reader explains that in the first sentence, "task" is a noun, and "household" is what? It is an adjective, – what is the suffix of the relative quality.

In the second sentence, "hour" is a noun (subject), and what is the hour? – wall is an adjective, it is expressed from what object it is made of, or in relation to one object from another object. Here, the suffix – is adjective, and it forms an adjective from the noun.

In the third example, "men's clothes", "masculine" clothes (what kind? – clothes) is also an adjective, and – ona is a suffix, that is, it forms an adjective from a noun by adding – ona, which is a relative quality.

In the fourth example, "What kind of person?" "smart" is an adjective, a basic quality, a simple degree. The adjective "wise" can take the endings – wet, – tarin–, which is a characteristic of the original quality.

Find the adjectives in these sentences and explain what parts of speech they are made of? Write them in notebooks.

Let the fool speak, the wise compare. Let the feast be flattering.

Forty skills are not enough for a young man. A wise man praises his horse, a fool praises himself.

Its implementation is entrusted to the students:

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