

THE BENEFITS OF ANTONYMS IN TEACHING PRIMARY SCHOOL

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Abstract: This article provides information about the methodology of teaching English in primary grades, modern pedagogical technologies and interactive methods used in the lesson, and the advantages of antonyms in teaching primary grades.

Key words: Primary class, interactive methods, synonym, antonym, lesson process, speech; vocabulary.

Introduction:

English language, mother tongue, mathematics, reading, etiquette, natural science lessons held in primary grades have a special place in the education system according to their essence, goals and tasks. After all, the foundations of literacy and moral-educational education stand on their soil. Therefore, it is necessary to pay special attention to increasing students' interest in primary education classes. Because children should not get tired of the sacred word "lesson" from the elementary grades. Today, experienced teachers use various didactic games to increase students' interest in the lesson.

It is known that one of the main areas of speech development of elementary school students is work on words, that is, vocabulary work. Vocabulary exercises performed in native language and reading classes are important in increasing the student's vocabulary. According to M. R. Lvov, half of the new words learned by primary school students up to the 4th grade enter the students' vocabulary through these lessons. The stages of vocabulary work can be expressed as follows: 1) explaining the meaning of the word, 2) activating the word, 3) using the word in speech. Activating students' vocabulary is one of the most important areas of vocabulary work in native language and reading classes. Therefore, the task of the teacher is to help the student master the composition and field of use of inactive words in order to transfer the inactive words in the student's vocabulary to the active vocabulary reserve.

Materials and Methods:

Even if the student uses a word only once in his retelling, story, conversation, letter, statement, essay, this word is considered activated. Mastering a word consists in knowing its meaning, conjugation and scope of use. It is necessary to explain the meaning of a new word to the student, to achieve his correct understanding of the word. For this, the teacher should know the methods of explaining the meaning of words and use them appropriately. M. R. Lvov distinguishes the following ways of explaining the

meaning of a word: demonstrative, contextual, giving a synonym, giving a logical definition, giving a detailed description, giving an antonym, analyzing the composition of a word.

In the "Mother Tongue" and "Reading Book" textbooks, there are a number of words that are incomprehensible to students and inactive in their speech. It is necessary to work mainly on these words to activate the pupils' vocabulary. Activating students' vocabulary consists of the following main steps:

1. Explain the meaning of the word using one or more methods:

a) using the context;

b) using the synonym of this word;

d) using the antonym of this word;

e) in a descriptive way (using a dictionary or the textbook itself).

2. Reading and writing the word (working on the correct pronunciation and spelling of the word).

3. Work on examples of word usage (work on ready-made word combinations and sentences).

The teacher introduces students to ready-made phrases and sentences using the words being studied. Some of them can be written while speaking.

4. Work on the semantic relations of the word.

Exercises that teach students to distinguish and learn paradigmatic relations of words help to enrich their vocabulary. Such exercises form the ability to choose the right word, clearly convey the content of the sentence, and understand the meaning of the word.

5. Independently form phrases and sentences with the participation of the studied words.

Unintelligible words for students found in the mother tongue and reading books of the primary grade differ in terms of their content. Therefore, when explaining the meaning of these words, it is necessary to choose the most effective method according to their characteristics. Here, we will present our thoughts on choosing an effective way to explain the meaning of words using the examples of words from several textbooks.

Work on synonyms and antonyms.

Primary school students get to know the dictionary meanings of words practically from the 1st grade. In order to form their knowledge, various independent activities are carried out. In order to strengthen students' knowledge of synonyms, antonyms, and homonyms, and to increase their interest, a number of grammar games can be used that encourage children to think, reason, and compare words.

Say the word differently game

In elementary grades, students are introduced to synonyms in mother tongue and its teaching and other lessons. Their attention is drawn to these words. As a result, it prepares for effective study of this subject in higher grades.

Results and Discussions:

The teacher divides the students into several groups. Each group says the synonym of the word the teacher said. The teacher reads the word here, the students say a synonym based on what they know. Brave, fearless, brave. It is not always necessary for the teacher to say one of the synonyms. This game can be continued by students themselves. For this, students of the first group say 4 words. Students of the second group say corresponding synonyms. After that, students of the second group say 4 words, students of the first group find the synonyms of these words and say them. The words spoken by the students should have been taught and learned in the primary classes. If the studied word has more than one synonyms, the student can also say them.

brave - fearless, brave little - tiny - small

big-huge-big-huge big - awesome

the homeland is the goal-intention

delicious spring-summer

said the soldier-warrior

one hundred people are sweet and delicious

Through the method of saying the opposite game, we control the students' speech richness.

Through this game, students' practical knowledge of words with opposite meanings (antonyms) will be strengthened. Say the opposite game can also be organized in the order of a game based on synonyms.

hard-soft day and night

big-small long-short

bittersweet slowly

high-low black and white

sweet-sour salty-no-salt

wide-narrow good-bad

In the game, the group of students who do not find the answer is defeated. In order to ensure the interest and active movement of every student, it is possible to use action games. For this, the teacher says a word and throws the ball to the student to say the word that expresses its opposite meaning. , the student gives the answer and returns the ball to the teacher. The game continues in this way. All the students of the class are ready to find the answer to the given question.

In the elementary school textbooks "Mother tongue" and "Reading book" there are many words whose meaning is incomprehensible to students. The meaning of the following words can be explained by giving them an antonym. Friend-enemy, good-

bad, many-few, long-short, black-white, earth-sky, small-big, big-small, young-old, male-female, wide-narrow, low- tall

Explaining the meaning of words is only the first stage of enriching students' vocabulary. A great deal of work is required for the word to become the student's "own property", that is, to enter the active vocabulary. Experience in the development of speech shows that templates and lack of planning cannot be allowed in this regard. It is necessary to carry out consistent, thorough, continuous work on the word to be planned for each lesson.

Conclusion: The advantages of working with antonyms in elementary grades are that the child's speech develops, his vocabulary increases, and his thinking increases. His interest in the lessons increases. For this, the teacher should conduct the lesson using interesting modern methods.

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