EFFECTIVE METHODS FOR TEACHING VERB VOCABULARY

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Annotation: The sequence in working on the verb, the connection between sections, the size of the program material, methods and means of learning the language in each lesson, the task of studying a given group of words, the linguistic features of the language and the cognitive abilities of students. young students is determined depending on the The article describes effective methods of teaching verbs to younger students.
Key words: verb, linguistic, stage, movement, method, interactive, artistic work, national curriculum.

The 4th priority direction of the decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated February 7, 2017 PF-4947 on "Strategy of actions" is directed to "Development of the social sphere". Section 4.4 of the program is called "Development of the field of education and science", in which further improvement of the continuous education system, issues such as increasing the possibilities of quality educational services, continuing the policy of training highly qualified personnel in line with the modern needs of the labor market, and introducing international standards for evaluating the quality of education and training.

This indicates the relevance of the topic. The multi-planning and complexity of the interconnection of all aspects of the language, their dialectal unity, is first of all manifested in its communicative function. Communicative task is the basis of an important feature of language. Each component of the language performs this task in interaction with other components. The form of sound characteristic of each word creates an opportunity for people to communicate.

A verb is an independent group of words that means action, state, and has the function of participle in a sentence. In grammar, the concept of action is very broad: it includes actions such as running, jumping, lifting, writing, flying, dozing, standing (standing still). It includes states like thinking, biological processes like blooming, sprouting, growing, and similar phenomena. A common feature for all words of the verb group is to express an event that occurs in relation to time. According to this general feature, all verbs are answers to one common question - what to do. Verbs are extremely complex in terms of lexical-semantic and grammatical features compared to other words.

Preliminary information about the word group "verb" is given in the primary grades and in the 5th grade through the "Introduction" section. Therefore, knowledge, skills and skills acquired before learning this vocabulary are repeated. In the 6th grade, lexical forms and meaning groups of verbs are studied. Pupils "Stem and passive, simple and compound verbs", "General characteristics of verbs", "Verb ratio" (definite ratio, accretive ratio, passive ratio, personal ratio, unity ratio) , "Rounding and repetition of relative adverbs with word-formers", "Functional types of the verb" (nouns of action, adjectives, adverbs), "Forms of mode of action", (verbs of walking-action, speech verbs, verbs of thought, action verbs, result action verbs, status verbs.)

One of the important measures to enrich students' vocabulary with verbs is to work on verb-synonyms. Finding synonyms for the given verbs (for example, to be surprised, to be surprised, to be surprised; to separate, to separate, to divide, to deprive), to explain the meaning of words whose meaning is not clear in the synonym box, to explain the meaning of each word in the line making sentences using one word (for

example, Madina separated the verbs from the given words. He separated the fruits that needed to be taken to the market), editing the text and repeating the verbs to increase the students' vocabulary is very important. The main tasks in learning the topic "verb": forming a preliminary understanding of the verb as a word group, enriching students' speech with verbs, and using the verb correctly in oral and written speech. to develop the skills, to develop the mental activity of students, to master some spelling rules in connection with the grammatical topic. These tasks are solved in relation to each other.

Linguistic features of the verb are complicated, so primary school students are introduced only to important theories of li. When choosing a material, it is taken into account how necessary this material is in solving tasks related to speech and spelling.

Consistency in learning the verb. Preparation for working on verbs begins during literacy. In this period, students' attention is focused on the lexical meaning of the verb; focus on the typical lexical meaning of the verb tichun; concrete material is collected that allows us to generalize the lexical-grammatical meaning considered typical for the verb, i.e. the action of the subject.

Regarding the study of the subject of verbs, our main goal is to form an initial understanding of the word group and develop mental activity in primary grades. Learning some spelling rules in connection with grammar and spelling topics, enriching students' speech with verbs and at the same time using verbs correctly in oral and written speech, using interactive methods wisely , we will achieve a clear goal.

First, let's study the content of such a new pedagogical technology. Interactive method - by increasing activity between students and the teacher in the educational process, it serves to enhance student learning and develop their personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: holding informal discussions, the ability to freely describe and present educational material, the number of lectures is small, but the number of seminars is large, creating opportunities for students and small groups to show initiative, it consists of giving tasks for work in a large group, class team, performing written work and other techniques that are of particular importance in increasing the effectiveness of educational work.

There are also the following didactic games, adapted for testing the knowledge acquired by students or reinforcing a topic:

1. Dispute method. Participants in this method are given the following reminders: a) Dispute is not a way to resolve relationships, but a way to solve a problem. b) Do not make a long speech to give the floor to other participants. c) Think about every word, express it correctly, control your emotions, because your mental thoughts must achieve their goal. d) Try to understand your opponent's point of view and respect it. e) State your objections clearly, without violating the opinions of your opponent. f) Give an opinion only on the subject of discussion, do not demonstrate your extensive scholarship and general knowledge. g) Fight flattery and insult in your speech.

2. Brainstorming is the most effective way of solving a problem by collecting free ideas and opinions expressed by group members and arriving at a specific solution through them. When used correctly and creatively, it teaches a person to think freely, creatively and outside the box. Ways to solve various problems are sought through brainstorming. This method allows you to quickly collect and summarize the opinions of each group member. Brainstorming can also be used when students do not have enough information about a problem. In this unexpected, simple situation, unexpected antique solutions will appear.

3. Communication technology. This technology is aimed at students' independent thinking in the classroom, free expression of their thoughts, and cultivating a culture of discussion in them. The purpose of the technology is to determine the opinions and attitudes of students to a given topic based on the chosen topic and problem, to help them independently come to a common opinion and draw the right conclusions, to create conditions for them to freely argue and enter into contradictions. into dialogue and communication to teach.

4. Express tests should be conducted after a series of specific concepts (1-2 topics) to control and consolidate students' knowledge on these topics. Quick tests usually consist of 3-4 small and simple practice questions or tests related to a given topic. Express tests can be carried out in a short time (5-10 minutes) during the lesson. Tasks are distributed on cards according to a multi-option system. The main purpose of this test is to quickly determine whether students have mastered the minimum requirements of the state educational standard. The use of the above methods not only within the subject of the verb, but also in other

lessons is useful in the process of mastering and consolidating it.

Pupils take an active part in didactic games while performing exercises on the subject of the verb, the types of meaning of the verb, tenses of the verb, participle and partless verbs. This greatly contributes to the development of mental abilities of students

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