

ESSENTIAL ISSUES IN TEACHING MORPHOLOGY AT SCHOOL

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Abstract: The article analyzes the challenges encountered in teaching morphology in schools. It discusses students' difficulties in understanding concepts, shortcomings in textbooks, and methodological approaches.

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It is well known that language is a system of rules that governs the use of affixes, their combinability, and the results of such combinations for the formation, expression, and transmission of thought. The most essential units of a language are acquired by learners from society in a ready-made form; one does not need to attend school to know them. However, language as an internal potential allows expressing a specific idea through various methods and means. The role of the morphology section in realizing this potential is invaluable. The teaching of morphology in schools has the following significance:

1. Formation of basic language skills.

Morphological knowledge helps students master essential grammatical rules. For example, learning the singular and plural forms of nouns, the tense forms of verbs, and other grammatical categories not only teaches children to speak accurately and correctly but also contributes to the development of written speech.

2. Partial acquisition of the practical aspects of language. Morphology enables children to express their thoughts clearly and communicate effectively in everyday life. It fosters their ability to use language correctly and apply appropriate grammatical forms in different contexts.

3. Interconnection between language and thinking. Morphological knowledge forms not only the grammatical structure of language but also the processes of thinking. Understanding word structure and its transformations teaches children to express ideas systematically and logically. For instance, understanding the relationships between words, changes in form and meaning, and lexical-semantic nuances makes it easier for students to comprehend complex ideas.

4. Development of speech competence. Morphological knowledge plays a major role in the development of children's speech. They do not merely learn to speak grammatically correctly but also actively participate in creating language and forming new words. These skills teach students to express their ideas clearly and correctly in both written and oral forms.

5. Fostering creativity and innovation. Teaching morphology not only teaches children to "use words correctly" but also develops creativity. For example, combining words, creating new word forms, and enriching language through morphological synonyms and antonyms all contribute to the development of students' creative thinking. As a result, their interest in language and their ability to generate original thoughts increase.

Indeed, it is important to note that some theoretical aspects of morphological knowledge presented in current school textbooks require further clarification. As evidence of this, let us refer to existing school textbooks.

In the **Grade 5 “Mother Tongue” textbook**, it is stated that there are words whose primary function is not measurement, but when used with numbers, they perform that role — for instance, *spoon, bucket, box, mouthful, sack, house, step* — and combinations like *three spoons of salt, ten steps of distance, a houseful of people* are given. The rule continues with the statement that “measure words do not always indicate the same amount.” In our opinion, a corresponding example should be provided and reflected in the exercises. For example:

A spoon is a household item used to take a certain amount of food from a dish and put it into the mouth. It is recommended that young children be given 3 tablespoons of supplementary food daily.

In the **Grade 6 “Mother Tongue” textbook**, the auxiliary verbs *edi*, *emish*, and *ekan* are explained as follows:

“In the predicate, auxiliary verbs such as *edi*, *emish*, and *ekan* are used to express different meanings.”

Salima o‘shanda biroz xafa edi (past tense meaning).

O‘shanda bizga yolg‘on gapirishgan ekan (indicates that the speaker learned of the action later).

Benzinning narxi oshar emish. Ertaga natijalar e‘lon qilinar ekan (indicates hearsay meaning).

It is also stated that these auxiliaries can take the forms *-di*, *-mish*, *-kan* (e.g., *ko‘rardi*, *ko‘rarmish*, *ko‘rarkan*).

However, while studying this rule, students may have questions such as: (a) What are auxiliary verbs?

(b) Since verbs express action or state and can be used independently, why do *edi*, *emish*, and *ekan* lack independent meaning and appear only within a sentence?

To avoid such confusion, we find it reasonable to reformulate the rule as follows:

In our language, the words *edi*, *emish*, and *ekan* are used to express tense meanings and can denote various nuances.

Qo‘shnimiz bultur kartoshka ekkan edi (past tense — the speaker personally witnessed the action).

Shogirdingiz bahs-munozarada yutgan ekan (past tense — the speaker learned about the action from someone else).

Benzinning narxi oshar emish (future tense — hearsay meaning).

In the same **Grade 6 textbook**, the rule about proper nouns states that each word in the names of states, government bodies, and international organizations begins with a capital letter (e.g., *World Peace Council, Arab Republic of Egypt*). As an exercise, students are asked why not all words in *Prime Minister, Writers’ Union, Minister of Defense, Deputy Prime Minister* begin with a capital letter. We believe this question should be accompanied by theoretical explanation for better understanding.

In the **Grade 7 “Mother Tongue” textbook**, new information about verbs includes “verb moods” as part of relational forms. However, the term “moods” is not explicitly unified; instead, students are led to conclude that these are “suffixes expressing the speaker’s attitude toward the sentence.” We suggest omitting the part of the theoretical section that states “relational forms may appear consecutively in one word (e.g., *chaqir/di/m, ista/sa/m*) or may occur without markers (e.g., *yugur, tanla*)” since it is unnecessary for students’ practical learning purposes, given the current focus on applied education.

In conclusion, if every concept and theoretical element in school textbooks is presented with a focus on practical application, it will yield positive results in achieving the goals and objectives of education.

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