



 Research Article

USE OF DIFFERENTIAL LEARNING IN STRENGTHENING THE DEPARTMENT OF MORPHOMICS

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ABSTRACT

The article shows the uniqueness of the use of differential education in strengthening the morphemic department, the methods of using new methods at this stage.

KEYWORDS

Root morpheme, Affixal morpheme, Word structure, Base and affixes, online education.

INTRODUCTION

In a rapidly developing world, the traditional method of teaching is insufficient to educate the modern youth. The reason is that science and technology have developed so much that people can't even remember the most basic concepts in a science. Moreover, it is difficult for young people to find their place if they are not intellectually and spiritually prepared for such changes. Therefore, it is necessary to present even the most boring and complex information to today's generation in an interesting and easy way through new

teaching methods. For this, the teacher is required to be familiar with modern methods along with high skills.

Morphemics, as a branch of linguistics, studies the morpheme. Lexical and affixal morphemes in the morpheme system are an important element in all branches of linguistics. In morphology, grammatical categories in word groups have the ability to load additional meaning or change the syntactic function. These categories, in addition

to formative affixes and lexical morphemes, are the leading tools in understanding word structure, syntax, morphology, stylistics, etc.

There are 2 types of morphemes according to their meaning and function: 1. Root morpheme. 2. Affixal morpheme. Root morpheme. The root morpheme is the main part of the word that expresses its lexical meaning, and suffixes are used together with this root. Accordingly, the root morpheme is called the main morpheme, and the affixal morpheme is also called the auxiliary morpheme. The root morpheme is the basis for both word formation and form formation. So, one word has only one stem. The stem is present only in words with adverbs. There are two conditions for dividing a word into a root and a suffix: 1. The part classified as a root must express an independent meaning in today's language, and it must be able to accept other suffixes. 2. The part that is classified as a suffix must be able to be added to another stem. For example, gathering, ter-im, bos-iq, tos-iq, etc.

The above information is given to the students during the allocated hour. They perform various exercises and tasks related to the topic. A student who learns to correctly connect words to the base and suffix will have no difficulty mastering the next sections.

The study of this section is given in the basic stage of general secondary education, i.e. in the 6th grade. "Vocabulary", "Basics and additions. Classification of adverbs", "Word-forming adverbs. There are topics such as "Primitive and

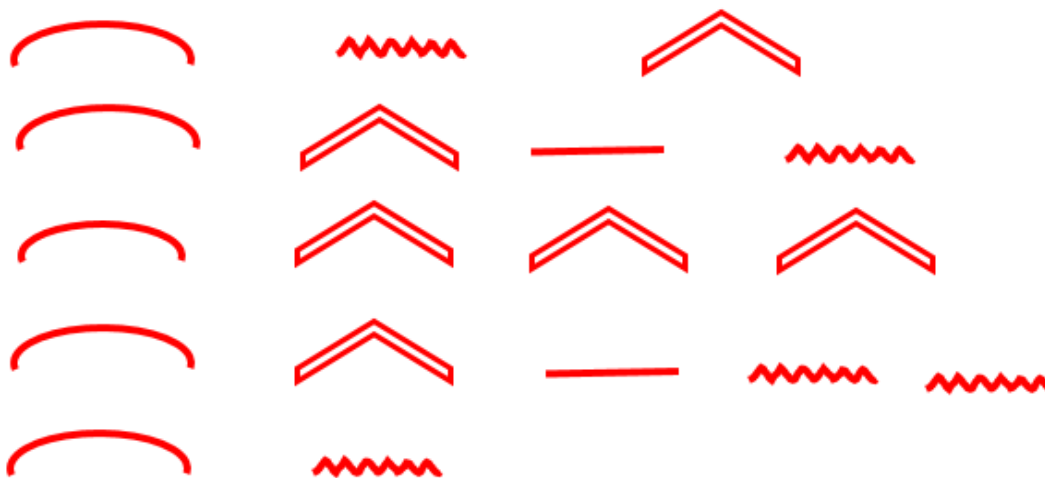
artificial words", "Formative phrases and their classification", "Word composition order". Along with teaching the theoretical part of these topics, it is pointed out that conditional signs should also be used in the analysis of the word, and in the textbook, it is indicated in the rule what signs can be used to show bases and additions.

After the allotted hours have passed, "Reflection" can be arranged using the "Find your friend" method. To use this method, handouts in three different forms are given depending on the number of students, and this method is implemented in 3 stages.

The first stage. Students with a low level of mastery are given words: on their own, in the vineyards, incessantly, to our neighbors, like a poplar.

The second stage. Students with an average level of mastery will be given samples of analysis corresponding to the questions. That is, base + syntactic form-forming adverb + word-forming adverb, base + word-forming adverb + lexical form-forming adverb + syntactic form-forming adverb, base + so 'z formative suffix, word-forming suffix, word-forming suffix, base + word-forming suffix + lexical form-forming suffix + syntactic form-forming suffix, syntactic formative suffix, base + syntactic formative suffix.

The third stage. For students with a high level of mastery, the following conditional marks are given.



In the process of handing out materials to students, one should not feel that students are being assigned assignments. One wrong action by the teacher can make the child feel that you are classifying him. For example, if a teacher gives handouts and gives a low mastering student an assignment of an average mastering student, you should not try to correct it again.

Students are taught to think independently and to approach each subject creatively by giving exercise tasks from simple to complex, from known to unknown, and giving various creative and situational tasks.

After the handouts are given out to the students, one student who gets the word reads the word it

belongs to and says whether the word is a root or a fictitious word.

Students who receive the analysis samples must identify the analysis that corresponds to the word, and the student who receives the analysis that corresponds to the word goes next to the student who received the word.

Students who receive the conditional marking corresponding to the word will also need to combine with the student who receives the word and analysis.

The correctness or incorrectness of the analyzes must be checked by the teacher. In this way, this trio can also be a subgroup for a new topic.



uzumzorlarda

o'zak+so'z yasovchi+ lug'aviy
shakl yasovchi+ sintaktik shakl



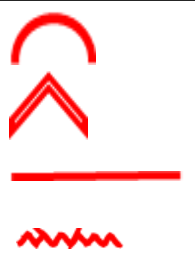
Sodda
yasama
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Tahlil
menda

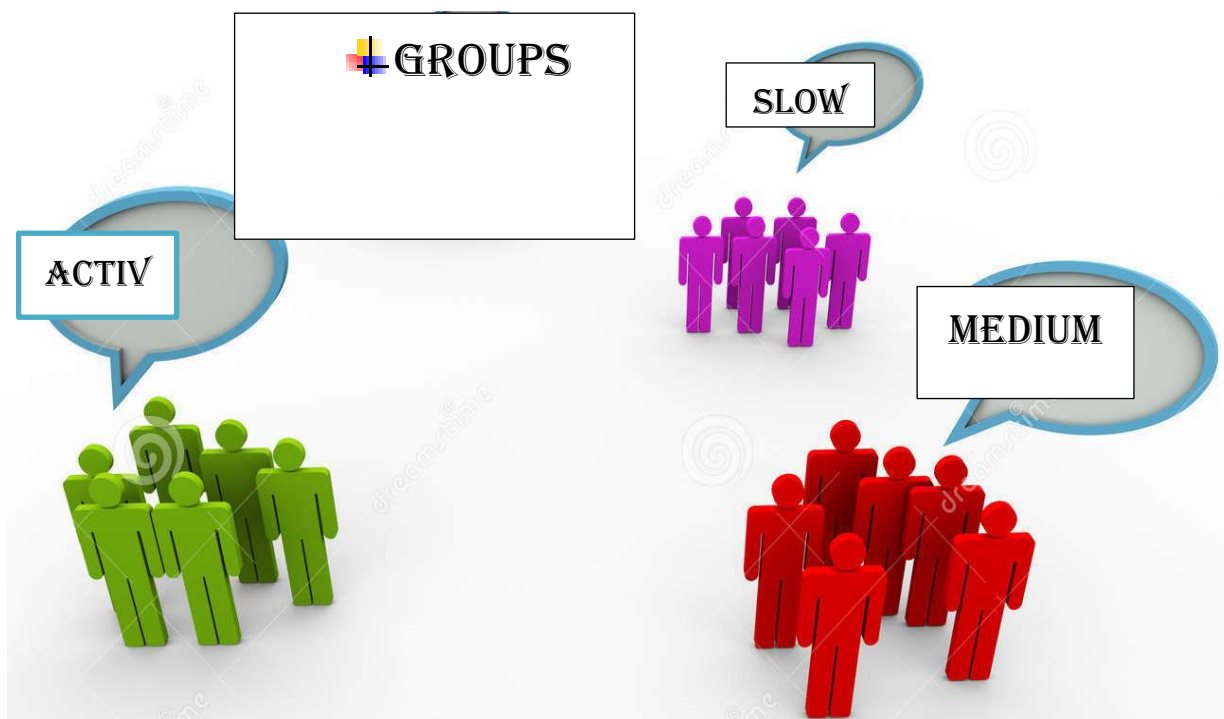
Shartli
belgilari
menda

*uzumzor
larda*

o'zak+so'z
yasovchi+lug'aviy
shakl yasovchi+
sintaktik shakl
yasovchi



If a group of three students is not convenient for the teacher for the next assignments, he can form 3 groups after the process is over. In this case, the first group of students who received the word, the second group of students who received the analysis, and the third group of students who received the conditional sign can be. In this grouping, students with the same mastery level form one group. That is, medium, slow and high learning students. This is a very careful grouping.



The following tasks should be given at three different levels. For example, if the condition of the assignment in the textbook is suitable for students with low learning ability, the conditions for the other two groups will be changed. For example, in the textbook, the task "Divide the following words into bases and suffixes" is given. The words given in the assignment; educator, minority, hustle, jeweler, selflessness, abundance, our joys, holidays. Naturally, this task will be easy for a student with a high level of mastery. They try to complete the task in a short time and get a grade. Low-achieving students are left out.

Therefore, it is possible to increase the level of difficulty of the condition by leaving the words of the task in the textbook as they are. For example, the task "Identify the words that add a lexical form after the base" to intermediate students, "The order of adding suffixes to the base is the word added in the usual case It is better to give the task to high mastering students.

Although the teaching of morphemics section in teaching the mother tongue in general requires deep attention from the teacher and the student, it is possible to achieve more efficiency with the help of the above-mentioned methods. Today,

distance education (online education) is developing more than ever, placing more responsibility on the learner than on the teacher. Due to the fact that the system of continuous and effective work of distance education and pedagogic staff has not been established, in this process the pedagogue loses control to a certain extent, so it is necessary to develop methods suitable for the new educational process.

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