Advanced Methodical Bases of Mastering Grammatical Concepts in Modern Education

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Abstract. In this article, the issues of influencing the students' vocabulary and inculcating grammatical concepts in their minds are mentioned in the context of the terms related to the subject of the mother tongue. Not just learning and memorizing grammatical concepts, but being able to actively apply them in text creation activities – to make theoretical observations about language phenomena, their features of use, to be able to write and speak a text that is a product of one's own speech. Is assumed to be an important factor.

Key words: Concept, grammatical concept, process of assimilation of concepts, stage of assimilation, written speech, didactic materials, task.

Any improvement in the education system is the development of the education system. The education system will progress only if the modern teacher is the author of advanced ideas and the creator of the future. One of the necessary conditions for the spiritual development of a student is to teach him his native language better. The moral, cultural, educational-ideological and spiritual level of each person is determined by how well he knows his native language, how well he can speak in a pleasant, impressive and understandable manner. Just as each academic subject increases students' vocabulary and conceptual thinking through the teaching of its own terms, so the mother tongue subject teaches students vocabulary based on its own terms. Affects their wealth, inculcates grammatical concepts in their minds. Not just learning and memorizing grammatical concepts, but being able to actively apply them in text creation activities – to make theoretical observations about language phenomena, their features of use, and, in our opinion, to be able to write a text that is a product of one's own speech, and being able to speak is an important factor. Language terms and concepts are taught in 5-11th grade mother tongue textbooks. These terms and concepts are taught to students through the rules and exercises presented in the topic, are reinforced, are repeated from time to time, and are constantly activated in the speech of students. But this level is not enough. The fact is that before the creation of the current «new generation» textbooks, and even before that, knowledge of grammatical terms and rules was considered a means of developing children's thinking, and in mother tongue classes, mainly grammatical terms and related rules were studied, knowledge of language rules was used in speech. It was believed to lead to 'stirring. Today, in the formation of the culture of speech, it is important to understand the concepts given by teaching the grammar concepts through the tasks given in the textbook, and to be able to use them correctly in the speech.

The concept describes a form of thinking that reflects the important signs and interrelationships of objects and events in the environment.

Grammatical concepts, like other concepts, are represented by summarizing the important features of events. A specific feature of language phenomena, that is, the content side of the concept, gives rise to a specific feature of the grammatical concept. Linguistic phenomena, linguistic categories differ in that they are very abstract compared to other phenomena. In the formation of biological concepts, concrete events and objects whose signs can be observed, systematized and summarized are taken as a basis. Grammatical understanding is the result of identifying and summarizing a word, phrase, sentence, morpheme, phoneme and other unique important signs. In other words, the raw material on which human-made grammatical concepts are based is abstract enough. So, grammatical concepts are generalizations of generalizations.Due to these characteristics of the grammatical concept, students' understanding is formed with great difficulty.

It is necessary that abstract thinking is developed to a certain extent in order to learn the grammatical concept. Abstract thinking arises during the educational process and requires special exercises.

It is necessary that these exercises are aimed at forming certain mental skills and a set of linguistic imagination and knowledge.

As a result of the investigations of many psychologists, it was found that the process of forming a concept is also considered the process of learning the processes of analysis, synthesis, comparison, generalization, clarification related to thinking.

The result of students' understanding depends on the level of their abstraction activity.

Students who have difficulty abstracting cannot compare words and group them according to their important grammatical features, have difficulty forming concepts, and make mistakes.

For example, when learning the suffix -ga (-ka,-qa), students often add the suffix -ga in the process of adding to words, but some they do not realize that this suffix is added as -ka and -qa in places. This causes spelling errors in written speech. The fact that they do not understand the grammatical concept well causes many mistakes. Some students have difficulty distinguishing between adjectives and adverbs. In order to form a concept, students need to develop the ability to abstract, to focus their attention from the precise lexical meaning of a word to its grammatical meaning, and to combine them into one group, taking into account the common, grammatical signs of words in this group. For example, who? Or what? All the words that are the answer to the question are combined into the «horse» category; denoting the object, number (singular and plural), change with possessive suffixes, classification with agreements are common grammatical signs for these words.

The process of working on mastering the concept. Mastering grammatical concepts is a long and complicated process for young students. In the organization of tasks related to mastering the concept in primary classes, the teacher should consider the linguistic essence of the studied concept, the psychological and didactic features of the process of knowledge acquisition, the interdependence of students' speech and mental growth, grammatical knowledge in speech takes its place as a basis. Grammatical concepts summarize important features of language phenomena. In the process of mastering the concept, a certain language

material is analyzed in order to distinguish the important features of the studied concept. For example, the following signs are characteristic for a formative suffix:

1) form-forming suffix – the part of the word that changes in terms of form;

2) The form-maker performs an additional syntactic function, that is, it serves to connect words in a sentence.

The teacher should determine the important signs of a certain concept in the works related to mastering the concept, based on the requirements of the program, he should introduce the students of this class with the signs of the concept, determine the lexical materials, methodical methods and tools that will give good results when used. The stages of working on the concept are as follows:

Stage 1: distinguishing the important features of the studied concept;

Step 2: find the connection between the signs and determine the interaction between them and give a term for it;

3rd stage: working on a clear expression of the definition of the concept in order to apply the knowledge to the speech experience, while understanding the essence of the learned concept;

Stage 4: formation of students' ability to base on the concept, practice to learn the studied category.

At the first stage of formation of language concepts, abstraction is carried out based on the lexical meaning of certain words or sentences. At this stage, students learn the mental process of abstraction. In the second stage, the important signs of the concept are summarized, the connection between them is determined, and a term is given. At this stage, students learn how to compare and contrast. Understanding the expression of the definition of the concept, determining the essence of the signs, the connection between them is expressed in the third stage. In the last fourth stage, it is necessary to clarify the studied concept on the basis of language material, to work out the exercises that apply the knowledge to the experience, to determine whether the studied concept is connected with the previously mastered concepts.

Learned knowledge and experience show that the quality of correctness of speech is the basis, i.e., the foundation, for making any speech correctly and perfectly.

U So what should be done to build this foundation?

U What building materials should be used to build this foundation?

Are these materials of good quality? We need to put such questions before us and find a solution.

Several steps are followed in mastering grammatical concepts. First, the grammar of the event, examples of its main features are searched in various texts, and then the words related to this event, ways of correct use of syntactic constructions in speech are mastered. Then they will work on small texts. Grammatical knowledge and skills, writing style, punctuation, and orthography requirements are observed in text work sessions.

If the same student uses his mother tongue at different levels of maturity in different ways of

education, and year by year his language becomes better, his vocabulary and phrases are richer, his grammatical constructions are more complex and diverse, his speech is more complete as a whole, etc. And if it is more colorful, we can talk about the language development of this student. Simple acquisition and memorization of language facts is not enough for the student to be able to use them properly in practice. It is still necessary to use them quickly, know how to use them, and skills. These qualifications and skills are not only the result of long-term practice, but also the result of qualitative changes in the general mental development of the student, at the same time, the achievement of spontaneous language development is speech and mental activity organically connected with it. Is a consequence.[1]

When learning theoretical knowledge from the mother tongue, it is necessary to change the teaching process, because even in 45 minutes, it limits the possibility of forming theoretical and practical skills and analyzing with each student. For this purpose, sequentially placing the mother tongue lessons in the lesson schedule: if the 1st hour is organized as a lesson on theoretical knowledge of the language, and if the 2nd hour is organized as a practical lesson on the acquired theoretical knowledge, then in the minds of students, each acquired information will be more would have been perfected. It must be admitted that the large number of students in the class and the inability to deal with them separately in each lesson also affect the quality level. In addition, not having time to ask homework from everyone, not analyzing its mistakes and shortcomings will have a sufficient impact on the quality of the lesson. I want to say that in the 1st hour theoretical knowledge lesson, only the grammar term and related concepts, related examples, and the students themselves can do it, analyze it, understand the new concept in each lesson and strengthen them, 2 – hours of practical lessons, while the learned grammatical knowledge is performed through exercises and tasks, as a result of the analysis of the tasks completed by the students, each organized lessonwill be remembered by the student and may not be difficult to use in practice. This process is also related to the textbook. It would be appropriate if the textbooks were developed accordingly. I would also like to mention that if the child learns all parts of the language sections from simple to complex during 4 quarters, i.e. linguistic knowledge and concepts depending on the class and age, examples of it are simple and complex, and assignments are given in this order, In my opinion, it is necessary to make it more complicated during the transition to a senior class. Because I don't think it is right to separate the language sections in the section of classes or to mix linguistic knowledge (this situation is also observed in the textbook of the new generation). The child's knowledge of the language will be further strengthened, and the range of knowledge will expand step by step. We constantly encounter situations where the student forgets the knowledge of the language he is learning in his mother tongue classes after a few lessons. In order to overcome such shortcomings, it is necessary to use repetition exercises during each lesson and properly organize control work, that is, in order to check the extent to which the students have mastered the linguistic knowledge of each topic and are able to apply it. If the control work is taken as «check assignments», during the checking process the teacher can easily find out the level of knowledge of each student, in which subjects he/she has difficulties, and by analyzing which subjects the students are mastering loosely, during the analysis of the control work, he/she does not understand We believe that by explaining the principles to students, the level of knowledge will rise to a higher level. At the end of the quarter, if written works on interesting topics are organized for the students, it will be possible to see to what extent the

knowledge gained during the quarter is reflected in the text.

Written speech is a very complex type of activity. Because in this type of activity, in addition to writing, a number of complex mental processes such as hearing, feeling the word, perceiving, and remembering are also performed. Some words in the Uzbek language are not written as they are heard. Of course, we must write them according to the rules of morphological writing. In this regard, the student must have sufficient orthographic knowledge.

The main didactic materials that should be provided in the textbooks:

- ✓ to develop students' oral and written speech
- ✓ to increase vocabulary
- ✓ it should be aimed at forming the skills of being able to choose and use the most appropriate words based on the speech situation.

It should be admitted that the modern student has neither oral nor written skills at a high level. As the main reason for this, we can cite the fact that in our social life gadgets, various messengers, and automatic settings in social networks carry out «communication» for us.

The young generation, which spends a lot of time on social networks, is entering the first stage of illiteracy through social networks. It is a pity that our students, who adhere to the principle of frugality according to their beliefs, do not pay attention to the fact that they are sinking deeper and deeper into the mire of illiteracy. Prevention of such disappointing situations, development of relevant measures and implementation in the teaching process is one of the urgent issues facing the science of mother tongue teaching methodology.

Learning the mother tongue is not only knowing its grammatical construction, mastering concepts, definitions and rules, but also acquiring the skills to express thoughts correctly and fluently in oral and written forms using its rich possibilities.But there are a number of serious problems in this regard. Ensuring the correctness and richness of speech is one of these problems. For example, students' written literacy in mother tongue classes is not being achieved at the expected level. The reason for this is that the relevant methodological guidelines have not been improved based on the competency approach. It is known that students make various errors and omissions in written works. But the classification of these errors by language levels has not been determined. In the lesson devoted to the analysis of written work, the teacher only works on the mistakes in the written works written by the students in the previous lesson. This often indicates an error, with students writing until each misspelled word or word form is squeezed onto one line. But the cause of the error is not explained by mentioning the relevant rule. Knowing the mistakes made by students, having classified information about them, from the analysis of written works, besides observing which defects in speech are disappearing and which are repeated, it allows to create planning in the work of eliminating them. It is also a serious problem that students do not have the opportunity to refer to the necessary rules in textbooks when they are in doubt about the spelling of a word or word form while writing an educational creative work. Because, for example, textbooks should be at hand to remember the rules learned in mother tongue education. This is impossible. In order to get out of the situation, it is necessary to prepare a perfect set of rules and publish them in such a way that every student can reach them. If there is a set of tasks next to this set that reinforces the rules even more, if possible, the

student will understand the given rule and by strengthening it, it will create a foundation for deeper learning of language knowledge. For this, of course, the role of educational tasks is extremely important. Because rules are reinforced through assignments. Methodist scientist T. Yusupova's monograph entitled «Methodology of learning syntax by repeating morphology» emphasizes the need to repeat the rules. In cases where the rules are not addressed, students do not acquire the skills to use their knowledge in practice. For example, although they know the names of the conjugations well, if we take into account the mistakes in the spelling of the conjugations in the received written works, it can be concluded that this knowledge has not been mastered to the level of solving practical problems. (p. 46)

The study of the rules during the knowledge imparted in the native language classes is first defined in the state educational standard of the native language, then in the curriculum, based on the subject matter, and acquires a methodical structure in the textbooks. How this educational content is presented paves the way for the effectiveness of their assimilation. These affect students' mastery of linguistic concepts or not, and ensure the quantitative and qualitative indicators of speech set for each class in the state educational standard. We recognize that useful knowledge from the mother tongue serves to form the skills of children's literate writing, creative thinking, thought products in oral and written forms in accordance with the conditions of speech, and to educate and develop them in the spirit of high human qualities. 'we understand the knowledge it provides. One of the requirements for the student's speech is the grammatically correct structure of the speech, that is, connecting words, word combinations and sentences, placing agreement and possessive adverbs appropriately. To learn is to know how to match the possessive and participle of the sentence. It is their responsibility to inculcate such rules into the minds of students

Ensures consistency of written and oral speech. In particular, in interrogative sentences expressed using another grammatical rule, interrogative prepositions, the preposition -mi is added to the participle. The suffixes -chi and -a (-ya) are separated from the word they are being added to by a hyphen. By learning this grammatical rule, during the performance of the relevant task, the student will have a certain understanding and will be able to use it in his written speech without mistakes. It seems that in order to further understand the grammatical concept, it is not only the rules, but also the tasks that are given, which help to improve the student's knowledge of the language. Based on the observations, we can emphasize that the topic cannot be explained to the students of today by giving only the same pattern of assignments, and the same pattern makes them feel bored in class. Taking these into account, it is necessary to develop modern methods in keeping with the times. Students' lack of knowledge of terms and concepts, their confused use, is also related to the fact that the exercises and tasks given in the textbook are not interesting. It is true that the new textbooks have tasks related to interesting topics, but this does not mean that they are perfect, but more work on the tasks, perfected to master the grammatical concept of the topic, and interesting for the modern student. Tasks should be developed, such tasks should be further developed, and through this, it is necessary to focus on the development of students' speech.

Textbooks mostly explain what language phenomena are, but nothing is said about their purpose or methodological function. Regardless of whether the inductive way or the inductive-deductive method is used to convey the grammatical concept to the minds of students, theoretical information is worked on. If we compare the old and new textbooks, in

the old textbooks, grammar rules are given in a complicated way, in a very scientific way that is difficult for the student, and exercises related to the topic are also given in the same order. If we pay attention to new textbooks, they are given with pictures and topics that attract the attention of the reader, interesting tasks related to the topic, in addition, the grammatical rules are clearly and simply expressed for the reader. This, of course, serves to quickly understand grammatical terms and concepts. In our opinion, it is better that grammar rules and concepts are presented in school textbooks in a simpler and more understandable way, because it is more important for a child to understand a rule that is expressed in a complicated way than to memorize it, which, of course, leads to the simplification of rules. The teacher's role in teaching grammar terms, rules and concepts is extremely important. Because the method of delivering knowledge about the subject is important for a science teacher. Examples and assignments outside the textbook will further strengthen the grammar knowledge provided.

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