



International Conference on Linguistics, Literature And Translation

International Conference on Linguistics, Literature And Translation - double-blind peer-reviewed, monthly, open-access proceeding published to get excellence on Research and Development. It publishes high-quality articles across the breadth of linguistics, literature and translation research. With its uniquely broad coverage, all articles are free to access across the globe, allowing authors to share their research and maximise its impact. The boletin on Linguistics, Literature And Translation is led by expert international editorial board members who take an objective approach to peer review, ensuring each research paper is reviewed and evaluated on its own scholarly merits and research integrity. Joining your work in the International Conference of Linguistics, Literature, and Translation means you will receive prompt and reliable publishing and a global platform for your research to reach its full potential.

METHODS FOR TEACHING THE NOUN CATEGORY TO SCHOOL CHILDREN

Diyona Jumayeva

Uzbek-Finnish Pedagogical Institute,
Faculty of Languages, 3rd-year student

Sirojiddin Pardayev

Scientific Supervisor

ABSTRACT

This article explores the methodology of teaching nouns, one of the morphological units in Uzbek linguistics, to schoolchildren in both traditional and non-traditional educational programs. The study emphasizes the importance of employing a variety of teaching methods to engage students and enhance their understanding of this fundamental grammatical concept.

KEYWORDS: Noun category, Method, Table method, traditional education, non-traditional education, Chala letter method, Cluster method, Vocabulary dictation.

Introduction

The primary goal of teaching Uzbek language in schools is to enhance students' linguistic proficiency, develop their language skills, and strengthen their appreciation for the Uzbek language. To effectively organize the learning process and further stimulate students' interest in the subject matter, it is crucial to utilize various methods and modern technologies. The application of these techniques when teaching the noun category to students can ensure that the topic remains fresh in their memory for a longer duration.

Traditional vs. Non-Traditional Education

It's important to implement both traditional and non-traditional approaches when teaching Uzbek language in schools.

Traditional Education is characterized by the teacher taking the primary role in the learning process. It is structured, typically encompassing an introduction, main body, and conclusion, and covers a defined period. Traditional education relies on lecture-style explanations, question-and-answer formats, and may lack student-centered activities. This approach sometimes leads to

passive student participation and a focus solely on textbook information. However, traditional methods offer benefits like:

1. **Maintaining scientific rigor in teaching.**
2. **Balancing both educational and developmental aspects.**
3. **Optimizing time utilization.**

Non-traditional Education, on the other hand, promotes active student participation, fosters collaborative learning environments between teachers and students, and integrates modern technologies into the learning process. Non-traditional education allows students to connect theory with practical application. Lessons are often designed with diverse methods, encouraging critical thinking and increasing student engagement. Evaluation is not limited to high-achieving students but involves all learners throughout the year. While offering significant advantages, non-traditional methods can also have some drawbacks:

1. **They may require more time.**
2. **They might present challenges in maintaining student discipline.**
3. **The role of the teacher might be minimized when addressing complex topics.**

Teaching the Noun Category

The initial introduction to the noun category for students should be comprehensive and engaging. It should clearly define the noun as a word category that denotes names, objects, and places, answering the questions “who?”, “what?”, and “where?”. For example, the question “who?” is applicable to words denoting persons, “what?” to words denoting objects and processes, and “where?” to words denoting places. Consequently, nouns can be categorized into personal nouns, object nouns, process nouns, and location nouns¹.

This foundational understanding of the noun category can be further cemented through the use of specific exercises and methods:

Method 1: The Table Method

Nouns composed of only one root are considered simple nouns. For example: uy (house), yer (land), tosh (stone), tuz (salt), daraxt (tree).

Nouns composed of two or more roots are considered compound nouns. For example: qo’lqop (glove), oltingugurt (sulfur), beshiktervatar (cradle).

Nouns composed of roots with similar or contrasting meanings are called paired nouns. For example: o’g’il-qiz (son-daughter), idish-tovoq (dish-pan), ota-ona (father-mother).

Nouns whose second part is a repetition of the first part with sound changes are called repetitive nouns. For example: tuz-puz (confusion), tovoq-povoq (dish-pan), uy-puy (ruin).

This method helps to reinforce the understanding of the noun category through a visual representation. Start by writing the questions “Who?”, “What?”, and “Where?” on the board in parallel columns. Prepare a set of cards with various words, ensuring there are three answers for each question. Have nine students answer the questions one by one, each drawing a card and placing it under the appropriate question. This activity can be made more engaging by offering rewards like flashcards to active students.²

Method 2: Chala Xat (Incomplete Letter) Method

After introducing the table method, the teacher can further reinforce the concept of noun types by

¹ Ona tili 6-sinf uchun darslik. "Tasvir". T.- 2017. 104-105-betlar.

² Ona tili 6-sinf uchun darslik. "Tasvir". T.- 2017. 106-bet.

utilizing the “Chala Xat” method. This method involves preparing four sheets of paper, each containing an incomplete description of simple, compound, compound, and plural nouns, respectively. Students who are less active in class can be selected to complete these incomplete sheets. This process allows them to further internalize the rules and examples of noun types while engaging in active participation.

Method 3: Cluster Method

To solidify understanding and further stimulate student engagement, the cluster method can be employed. This method is widely used in modern education and is designed to expand students’ knowledge on a specific topic, encouraging critical thinking.

The teacher writes “Noun Types” on the board as the central concept. Students then write examples of simple, compound, compound, and plural nouns, forming clusters around the central concept.

Example of a Cluster Diagram:

Noun Types

➤ **Simple:**

- ✓ Daraxt (Tree)
- ✓ Meva (Fruit)
- ✓ Karnaygul (Carnation)

➤ **Compound:**

- ✓ Beshiktebratar (Cradle)

➤ **Compound:**

- ✓ Ota-ona (Parents)
- ✓ Aka-uka (Brothers)

➤ **Plural:**

- ✓ Tuz-puz (Confusion)
- ✓ Uy-puy (Ruin)

Teaching Proper Nouns and Common Nouns

Once students grasp the concept of noun types, introduce the concept of proper nouns. Start by providing examples of proper nouns, including:

1. **Personal names:** Names, surnames, pseudonyms.
2. **Geographic names:** Countries, cities, rivers, mountains.
3. **Names of organizations, institutions, and companies.**
4. **Names of planets and stars.**
5. **Names of historical events.**
6. **Names given to animals.**

One of the main challenges students face with nouns is the spelling of compound nouns. Teachers should pay close attention to improving students’ literacy skills and reducing spelling errors.

Method 4: Vocabulary Dictation

To reinforce learned knowledge, the teacher can utilize vocabulary dictation. This method allows students to practice writing down the vocabulary they have learned, reinforcing their understanding of the noun category.

Conclusion

The teacher's ability to organize and conduct effective lessons plays a pivotal role in shaping students' attitudes towards a subject. Repetitive use of the same method can lead to student disengagement and boredom. Utilizing modern technologies and new methods can foster collaborative learning between teachers and students.

References:

1. Ona tili 6-sinf uchun darslik. (Uzbek Language Textbook for 6th Grade). Tashkent: Tasvir, 2017.
2. Jamolxonov, N. (2005). Hozirgi o'zbek adabiy tili (Modern Uzbek Literary Language). Tashkent: O'zbekiston.
3. Nurmonov, A. (2002). O'zbek tilshunosligi tarixi (History of Uzbek Linguistics). Tashkent: O'zbekiston.