

METHODOLOGY OF TEACHING SEMANTIC TYPES OF NOUNS IN ENGLISH IN SECONDARY SCHOOLS

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Abstract: This article provides information about the methodology of teaching semantic types of nouns in English in general education schools, and about noun vocabulary.

Key words: English language, teaching methodology, independent word, grammar, speech activity, syntactic, Dr's process.

A noun is one of the independent word groups. It differs from other series by several features. They consist of the following: 1) have the characteristic of forming a noun: worker, conversationalist, grower, gardener, cook, Mirzachol; b) has the characteristic of expressing number and quantity: boy - children, notebook - notebooks; c) has a possessive indicator: my father, your father, father - our father, your father, their fathers; g) changes with agreement forms; school, of school, school, to school, in school, from school; d) in the sentence, they act as all parts of the sentence. Nouns that express objects or concepts that can be imagined as objects are divided into proper nouns and related nouns according to their meaning. Names that distinguish one of the same objects or events are considered to be common nouns: Rustam, Olimjon, Jomboy, Mars, Venus, Boychibor, etc. Common names of objects of the same gender are related nouns: flower, tree, pen, notebook, etc. The noun group has 3 different grammatical categories: 1) number category; 2) ownership category; 3) category of agreement. There are functional forms of nouns, which serve to express a certain additional grammatical meaning, to adapt to a syntactic task that is not characteristic of

categorical forms of nouns. There are 3 types of functional form specific to the noun according to its construction: 1) synthetic form; 2) analytical form; 3) double and repeated form. [3]

Synthetic functional forms of nouns are divided into the following types according to their meaning and functions: a) diminutive form (fish, boy, girl); b) a form of caress (mother, girl, little girl); c) form of respect (mother, sister, father, brother, aunt); g) form of ownership (brother's, school's); d) location sign (in the sky, on the mountain, in the village); e) border form (to the house, to the hill, to the garden); j) a form of simile (Ozodde — like Azod, like you — like you). The analytical form of a noun is formed with the help of an auxiliary: with a pen (da), as in (-ga) for my father. The double form of the noun expresses generalization, total meaning: pot-dish, melon. The repeated form of the noun expresses the meaning of the plural: drop by drop, grain by grain. Artificial nouns are created by means of affixation, composition, and abbreviation. Affixation is the most productive way to form nouns, with the help of which personal nouns (painter, worker, schoolmate, jeweler, rice farmer, nobleman, herdsman, linguist, shoemaker, cook, cart driver, pigeon fancier, reader); object-weapon nouns (picker, grower, bundle, spade, scraper, crop, throat, waterer, salter); place names (almond garden, Uzbekistan, residence, office, meadow, Pakhtaabad); nouns with abstract meaning (goodness, cotton farming, trust, meeting, broadcasting, humanity).[1]

Compound nouns are formed when forming a noun by the method of composition: bracelet, bitter stone, triangle, sunflower, remover, production.

When a noun is formed by the abbreviation method, abbreviated nouns are formed: BMT, SamDU, UzME, etc.[4]

Nouns appear in possessive, complement, demonstrative, case functions. But it can also be an adjective, descriptive, participle or noun, vocative ran. Nowadays, there is a lot of attention to the subject of the English language. The English language is becoming a means of communication on a global scale, and it is not for nothing that special attention is paid to learning the English language in our country. Through the

language, universal human values, including scientific and technical achievements, are mastered, thereby forming a well-rounded person. Even today in some schools, there are difficulties in English grammar, and in order to overcome these difficulties, the teacher, first of all, needs to take a positive approach to developing the student's thinking and memory, and raising their level of knowledge and general culture, the ability to speak a foreign language cannot be developed. [5] Mastering the English language cannot be done without learning its grammar. Grammar should be the material for speech activities. The main goal of teaching semantic types of nouns in English in educational institutions is to have complete information about nouns, to study its semantic types by comparison, and to eliminate the difficulties that arise. [6] The task of the methodology is to find effective ways and methods of mastering grammar phenomena by students. Nouns are a very big subject in English, and it is not easy to teach this subject in general education schools. It is necessary to inculcate in the minds of students that nouns are divided semantically into common nouns and common nouns. Exercises especially play a big role in teaching the semantic types of nouns in English in educational institutions, because exercises are the main factor that ensures success in teaching speech activities, because speech, skills and abilities are formed, developed and developed in exercises that model activities. This type of exercise is considered very creative and very difficult for students in teaching the semantic types of nouns in English in educational institutions, therefore it completes the whole system of exercises and is usually used to develop speaking skills. It is important to do a lot of exercises in learning the semantic types of nouns, because the exercises can be used as the main source for in-depth mastering of the topic. Below I will give examples of exercises to strengthen the subject of nouns.[2]

Exercise.

Choose two of the words below as the most likely ways of completing each sentence. For one answer you will need to make the word plural, and for the other you will need to make no change. accommodation bag equipment house jewelery job luggage painting shower sunshine tool work

1 On the weather forecast they said there would be..... this afternoon.

2 The waiting room was so full of people and their, there was nowhere to sit.

3 Repairing car engines is easy if you've got the right.....

4 In Stockholm at the moment there's a fascinating exhibition offrom 19th century Sweden.

5 Both my brothers are looking for.....

6 The price ofhas increased by 12% this year alone. In addition, various games in teaching the semantic types of nouns also increase the effectiveness of the lesson.

CONCLUSION:

For example: By conducting a question-and-answer game: Who is this?, What is this? It is possible to know that students have learned the semantic types of nouns by asking, for example, What is this? It is a table, it is an apple, it is a red pen- for related nouns or Who is he? He is Tom, He is Karim, or Who is she? Students can be taught this topic through games like She is my mother, She is Nasiba. We should use exercises that can be used in teaching nouns and are useful for students to fully understand the subject of nouns.

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