

TEACHING METHODOLOGY OF RELATIVE ADJECTIVES

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Annotation: This article discusses the theoretical essence of relative adjectives in the Uzbek language, their differences from qualitative adjectives, and effective methods and techniques used in the teaching process. The importance of interactive, visual, and problem-based approaches in teaching relative adjectives is analyzed. The article also provides methodological recommendations aimed at developing students' independent thinking, analytical skills, and vocabulary enrichment through a sample lesson.

Keywords: relative adjective, qualitative adjective, methodology, interactive method, visual teaching, problem-based approach, grammatical category, educational process.

It is well known that in linguistics, the adjective is one of the key categories that expresses various features and characteristics of objects. According to their nature, adjectives are divided into different groups, one of which is *relative adjectives*. Relative adjectives in the language system do not express the natural qualities of an object but rather indicate its relation to another object, phenomenon, or concept.

This article presents a comparative analysis of the general characteristics and distinctive features of relative adjectives in Uzbek and Russian languages.

In Uzbek, relative adjectives are mainly divided into the following semantic groups:

1. **According to material:** *temir eshik* (iron door), *yog'och stul* (wooden chair), *ipak mato* (silk fabric).
2. **According to place:** *shaharlik bola* (urban child), *qishloq maktabi* (village school).
3. **According to time:** *bahorgi ishlar* (spring works), *qishki kiyim* (winter clothes).
4. **According to object or phenomenon:** *davlat tili* (state language), *o'quvchi daftar* (student's notebook).

Relative adjectives are often formed using the suffixes *-li*, *-lik*, *-iy*, and *-gi/-ki*. For example: *bahor* – *bahorgi* (spring – springtime), *kitob* – *kitobiy* (book – bookish), *tog'* – *tog'li* (mountain – mountainous). The main function of such adjectives is to indicate the relationship between objects.

In Uzbek linguistics, the adjective holds an important place. Adjectives describe the qualities and features of objects, events, and states, making our speech expressive, colorful, and rich. In particular, relative adjectives represent qualities expressed in relation to other objects, time, or place, forming a distinct semantic layer in the language.

This article highlights the concept of relative adjectives, their theoretical basis, practical importance, teaching methodology, and provides a sample lesson demonstrating their effective teaching in the classroom.

in the Uzbek language, adjectives are semantically divided into two main types – **qualitative adjectives** and **relative adjectives**.

Qualitative adjectives express a direct quality or state of an object (*beautiful*, *big*, *soft*), while relative adjectives denote a feature in relation to another object or phenomenon (*spring rain*, *a boy from Tashkent*, *wooden table*).

Relative adjectives are commonly formed with suffixes such as *-li*, *-lik*, *-dagi*, *-simon*, *-kor*, etc. They do not take comparative degree suffixes like *-roq* and serve solely to express relations between objects. In this respect, relative adjectives form an independent group both morphologically and semantically.



Understanding and using relative adjectives correctly enhances **speech culture** and expands the **expressive capacity** of the language. By learning the essence of relative adjectives, students can distinguish between qualitative and relative features, thereby learning to construct meaningful and grammatically correct word combinations.

From a **linguistic and methodological** perspective, the topic of relative adjectives plays a significant role in developing students' analytical thinking, understanding of word formation processes, and enriching their speech skills.

The following methods are considered effective in teaching relative adjectives:

1. **Visual Method** — The teacher demonstrates relative adjectives through pictures, charts, or real-life objects.

Examples: winter garden, spring breeze, boy from Tashkent.

2. **Interactive Methods** — Techniques such as “*Brainstorming*,” “*Zigzag*,” and “*Pair Work*” encourage active student participation. Learners analyze examples and create new word combinations.

3. **Problem-Based Approach** — The teacher poses questions or problems that stimulate students' thinking.

For example: “Why is the adjective in *temir eshik* (iron door) relative, but in *qizil gul* (red flower) qualitative?” Students are encouraged to find answers independently.

These methods help learners develop **independent thinking**, **understanding of word structure**, and **analytical reasoning**, which are essential for mastering both linguistic theory and practical communication skills.

In conclusion, during the process of teaching relative adjectives, students develop a solid understanding of **grammar and word formation systems**, as well as skills in **independent thinking** and **speech enrichment**.

For effective teaching, teachers should pay attention to the following aspects:

- use **visual materials** when explaining the topic;
- involve students actively through **interactive methods**;
- organize the lesson based on **analysis, comparison, and creative thinking**.

As a result of such an approach, students will be able to use relative adjectives correctly not only from a **grammatical perspective** but also in **practical speech**, enhancing both their linguistic competence and communicative ability.

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