

**FORMATION AND SYSTEMATIC DEVELOPMENT OF MORPHOLOGICAL
COMPETENCE IN TEACHING STUDENTS' MOTHER LANGUAGE**

Xolmatova Zulfiya Tilavoldiyevna

Alidjanova Muqaddam Ravshanbekovna

Teachers of FSU

Abstract: Planning the results of primary education fully covers all academic subjects, including the Russian language. Morphology refers to the sections of the Russian language that are traditionally studied in primary school. Therefore, the content and methodology of the study of this section do not seem to be relevant.

Key words: Morphology, competence, competence, lekisk, paradigmatic.

Currently, primary school teachers are forced to plan the final results of students' activities on the morphology of the Russian language and develop students' morphological competence, which, in my opinion, helps not only to keep the main goal in constant focus. to teach morphology, but also to qualitatively increase the level of acquisition of many grammatical categories and concepts by students.

A competency is an area of expertise that someone is knowledgeable about. Another competency is defined as:

- the ability to apply knowledge, skills and act successfully on the basis of practical experience in solving general tasks, as well as in a specific broad field.

An area of competence is a set of knowledge and skills that an individual or organization has to perform at a high, competitive level.

The following concept:

Morphology is a branch of linguistics, the main object of which is the words of natural languages, their important parts and morphological signs. Therefore, the tasks of morphology include defining a word as a special linguistic object and describing its internal structure [1,2,3,4,5,6,7,8,9,10,11,12, 13].

Morphology (from another Greek. móroph - "form" and lós - "word, education").

Morphology, according to the understanding of its tasks in modern linguistics, describes not only the formal features of words and their morphemes (sound composition, sequence order, etc.), but also the grammatical meanings expressed within the word (or "morphological meanings").

Based on the above concepts of "competence" and "morphology", we can form a general concept of morphological competence:

Morphological competence is the ability to use the knowledge and skills acquired in morphology, which is part of the language system that unites words as carriers of grammatical meaning, their grammatical classes, laws of existence and formation, and is part of the grammar department. .

Before determining how morphological competence is formed, let's get acquainted with the concept of "Formation".

Formation is the process of human development or the conscious management of individual aspects of personality, qualities and character traits and bringing them to the intended form (level, image, idea).

There are special techniques for forming morphological competence:

Morphological methodology is a branch of grammar methodology, which includes the processes of mastering grammatical concepts and patterns by students in learning parts of speech, ways of forming practical skills in using parts of speech, forms of inflection learns to form and apply. , conjugation, etc., typical difficulties and errors that appear, their frequency, causes and methods of their elimination.

Specific features of the morphology study methodology are determined by the goals of its study. The cognitive goal of studying morphology is to master basic morphological concepts. The practical goals of studying morphology are the formation of morphological skills, the main of which is the differentiation of sentence fragments and morphological analysis [48,49].

The following principles of its study arise from the specific features of morphology:

1. lexical-grammatical - comparing the lexical meaning of a specific word with the general semantic meaning of the word as a part of speech, (for example, go around: the lexical meaning of "quick movement of people on their feet. directions" and the general semantic meaning of "horse-shaped movement" number);
2. paradigmatic - comparing indirect forms and the original form of the word;
3. morphological-syntactic - comparing a word as a part of a sentence and a part of a sentence.

Special methods, called exercises, have been developed in Russian science for the formation of education and language skills.

Morphological exercises strengthen children's knowledge of morphology and serve as a basis for the formation of spelling and punctuation marks. The following exercises are used for this:

1. morphological analysis;
2. full or partial morphological analysis of the word;
3. word formation, occurrence of a word in a specified form;
4. building phrases and sentences with a certain part of the sentence;
5. finding a fragment in a sentence or text;
6. word formation of sentence fragments.
7. to determine the part of the sentence, the specific category of the part of the sentence;
8. choosing words belonging to a certain category of the sentence;
9. grouping of words by parts of sentences, their categories;
10. make a paradigm of the word;
11. distinguish homonyms related to different parts of speech;
12. making tables and filling ready tables with these examples;

13. observing the function of text-creating parts of sentences;
14. operation of sentence fragments in texts of different styles observations on;
15. observing the syntactic relations between the parts of the sentence.

REFERENCES:

- 1.Xolmatova, Z. T. (2020). TA'LIM JARAYONIDA GENDERLI YONDASHUV MODELINING XARAKTERISTIKALARI. *Pedagogika va psixologiyada innovatsiyalar*, 7(3).
- 2.Xolmatova, Z. T. (2019). MAKTAB YOQADA BOLALARNING GENDER TARBIYASI. *Namangan Davlat universitetining ilmiy xabarnomasi*, 1(9), 199-207.
- 3.Xolmatova, Z. T. Teoreticheskie osnovi gendernogo podxoda v pedagogika. *Nauchniy jurnal «Gumanitarniy traktat»* www. gumtraktat. ru ISSN, 2500-115915.
- 4.Холматова, З. (2021). Гендерное образование в Узбекистане–критерии силы семьи. *Общество и инновации*, 2(9/S), 253-265.
- 5.Xoliqova, D. M. (2019). ZAMONAVIY OLIY MAKTABNING INNOVATSION FAOLIYATI: RIVOJLANISH TENDENTLARI. *Namangan davlat universitetining ilmiy axborotnomasi*, 1(9), 215- 220.
6. Холикова, Д. М., & Холматова, З. Т. (2019). ЭФФЕКТИВНОСТЬ ИГРОВЫХ ТЕХНОЛОГИЙ В НАЧАЛЬНОЙ ШКОЛЕ. *Школа будущего*, (4), 236-245.
7. Холикова, Д. М. (2020). ФОРМИРОВАНИЕ ИННОВАЦИОННОГО МЫШЛЕНИЯ У БУДУЩИХ ПЕДАГОГОВ. *Управление дошкольным образовательным учреждением*, (5), 80- 84.
- 8.Xoliqova, D. M. (2017). Boshlang'ich sinf o'qituvchilarining salomatlik kompetentsiyasini shakllantirish masalasi. *Sharqiy Yevropa ilmiy jurnali*, (1).
- 9.Xoliqova, D. M. (2020). TALABALARDA INNOVATSION KO'NIKMALARNI SHAKLANTIRISH MEKANIZMI. *INNOVATSII V PEDAGOGIKE VA PSIXOLOGII*, (SI- 3).
- 10.Xoliqova, D. M. (2021). TALABALARDA INNOVATSION tafakkurini orttirishning NAZARIY-METODOLOGIK ASOSLARI. *Nazariy va amaliy fanlar*, (5), 422-424.
- 11.Solijonova, I.I. (2022) FORMATION AND SYSTEMATIC DEVELOPMENT OF MORPHOLOGICAL COMPETENCE IN STUDENTS WHEN TEACHING THEIR NATIVE LANGUAGE ISSN: 2319-2836 33-41.
- 12.Kochkorbaevna, K. B. (2022). FORMATION OF MORPHOLOGICAL COMPETENCE OF JUNIOR SCHOOLCHILDREN IN THE LESSONS OF THE NATIVE LANGUAGE. *Gospodarka i Innowacje.*, 22, 56-60.
- 13.Tillaboyeva, G., & Umarova, N. R. (2021). ALISHER NAVOIY ASARLARIDA BADIY TAXALLUSLARNING QO'LLANILISHI. *Студенческий вестник*, (13-5), 70-72.
- 14.Qizi, G. S., & Umarova, N. R. (2021). The use of anthroponyms and pseudonyms in alisher Navoi's gazelles. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 349-3

**INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR
RESEARCH & DEVELOPMENT**

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563

eISSN 2394-6334 <https://www.ijmrd.in/index.php/imjrd> Volume 11, issue 02 (2024)

15.Nabijonova, F. (2022). BOSHLANGICH SINFLARDA OZGA GAPNING QOLLANILISHI.
IJODKOR O'QITUVCHI, 2(19), 180-184.