
Develop Students' Speech by Working on Synonyms and Antonyms in Grades 3-4 in their Native Language Classes

Zokirova Sohibaxon Mukhtoraliyevna

PhD in Philology Fergana State University

Akhmedova Diyorahon Obidjon qizi

2-year master's degree Fergana State University

Abstract: The article focuses on developing students' speech by working on synonyms and antonyms in grades 3-4 native language classes. The examples are analyzed based on theoretical data. Examples of different exercises for working on speech are given.

Keywords: elementary school, homonym, synonym, antonym, paronym.

Since improving students' vocabulary is one of the main tasks of mother tongue lessons, it is important to introduce them to different dictionaries and develop students' skills in using these dictionaries. Dictionaries are an important resource in improving students' spelling literacy and vocabulary, as well as being their mainstay and mentor.

In order to develop vocabulary skills, students need to do this first. And that requires a teacher to cultivate that need. Because students don't go to dictionaries unless they need to. The need to know the meaning, meaning, opposite meaning, or consonant of a word creates a need. The phenomena of semantics, opposite meanings, polysemy, and paronymy, which give rise to this need, give rise to different types of words according to their relation of form and meaning.

Words are divided into four types according to their form and meaning:

1. Homonyms are figurative words
2. Synonyms are synonyms
3. Antonyms are words with opposite meanings
4. Paronyms.

We all know that synonyms are words that are different in pronunciation and spelling, but express a common concept, in other words, a common meaning. Working on them is very important. The more synonyms there are in a speaker's dictionary, the more expressive his speech and language will be.

Uzbek is a language rich in synonyms. Proof of this is the fact that the "Explanatory Dictionary of Uzbek Synonyms" gives 11 synonyms for a hundred words and 15 synonyms for a good word.

There is no theoretical knowledge of synonyms in the native language classes in the primary grades. On the contrary, the concept of synonyms is formed in practice, that is, in the process of performing exercises. This encourages students to think logically about the fact that one word has another form of the same meaning, and thus to enrich their vocabulary.

Elementary begins with synonyms in Grade 1: Students are taught to find synonyms for a given word, to explain how to say it differently, and in Grades 2 and 3 to find and say 2-3 synonyms for a given word.

According to the manuals, the following exercises on synonyms are taught in primary school:

1. Group the given synonyms.
2. Choose a synonym for a given word.
3. Copy the text, replacing the omitted synonyms.
4. Copy the text, replacing the synonyms.

Create and practice didactic material using a series of synonyms.

This means that the task of finding synonyms when working on a dictionary will increase students' vocabulary. Similar assignments are common in grades 3-4 textbooks. The assignments in these classes differ from the assignments for students in grades 1-2 in that they are more complex and thought-provoking. We know that elementary school textbooks are based on the principle of simple to complex, simple to difficult. To prove our point, let's analyze some of the exercises in the native language textbooks for grades 3-4.

According to Exercise 202 given in the Grade 3 Mother Tongue textbook, students are required to find words that mean the following words and place them in a list of nouns, adjectives, numbers, and verbs based on a table:

Beautiful, talkative, cheerful, running, big, sky

To complete the task, students use a word question to find out which word group they belong to, and then find words that mean something to them.

Noun	Quality	verb
Who? , What?	How? , how are you	What did he do? , what are you doing
The sky is the sky, the blue, the sky, the space.	Cheerful - happy, joyful. Big - huge.	He spoke. He is running.

In Exercise 364 in the Grade 4 Mother Tongue textbook, students are given the following pictures and words to use. "Hello, Navruz!" The task of writing an essay on:



Words to use: tradition, national costume, folk festival, sumalak

Students replace the words "tradition" and "dress" with their synonyms. Then they write an essay on the topic.

Assalom, Navro'z!

Bugun 21-mart Navro'z bayrami. Bu bayramni nishonlash bizning milliy urf-odatimiz hisoblanadi. Navro'zda xalq sayylari o'tkaziladi. Buvijon va onajonlarimiz qozonlarda

sumalaklar pishiradilar. Biz bolalar milliy kiyimlarimiz: atlas, adras liboslar, do'ppilar kiyib o'yin-kulgu qilamiz. Navro'z – ajoyib bayram!

Hello, Navruz!

Today is March 21, Navruz holiday. Celebrating this holiday is our national tradition. People's festivals are held on Navruz. Our grandmothers and mothers cook sumalak in pots. We have fun in our children's national costumes: satin, adras, doppi. Navruz is a wonderful holiday!

Elementary students are also introduced to antonyms in practice, but are not given any theoretical knowledge.

Words that have opposite meanings are antonyms. Antonyms are very common in adjectives. The following special exercises are done on antonyms in elementary school:

1. Choose an antonym for the given words
2. Use words with opposite meanings

Find an antonym for a given sentence.

Exercise 284 in a Grade 3 Mother Tongue textbook is a type of speech exercise involving words with opposite meanings. The task given in the exercise is as follows:

Read. Find and write words that contradict adjectives. Make up 2 sentences using the given words.

The following words are given in the exercise: sweet, cheap, clean, white, long, tall.

Students are first asked to find words that have opposite meanings. Each word is written side by side with a hyphen and its opposite partner. For example: **sweet-bitter**, **cheap-expensive**, **clean-dirty**, **black-and-white**, **long-short**, **high-low**.

When the words are written, they are used to form sentences. Assignments like these are very important in enriching students' vocabulary and developing their connected speech skills. Students will be asked to:

1. Shirin so'zli inson achchiq so'zlovchi insondan ancha yaxshiroqdir.
 2. Pistaning narxi arzon, lekin shokolad qimmat sotiladi.
 3. Toza havo iflos havodan ko'ra foydaliroq hisoblanadi.
 4. Biz oq qog'ozga qora qalam bilan rasm chizdik.
 5. Anvar uzun terak haqida qisqa hikoya o'qidi.
 6. Past bo'yli Ra'noxon baland bo'yli Salimning singlisi ekan
- 1) A person with **sweet** words is much better than a person with **bitter** words.
 - 2) Pistachios are **cheap**, but chocolate is **expensive**.
 - 3) **Fresh** air is more beneficial than **dirty** air.
 - 4) We drew on a **white** piece of paper with a **black** pencil.
 - 5) Anwar read a **short** story about a **long** poplar.
 - 6) The **short** Ranakhan is the sister of the **tall** Salim

Students will be searched during the exercise. They practice connecting words to each other in order to form a sentence. Such exercises play a special role in helping primary school students to speak fluently and clearly and to choose the right word.

R. Ikromova, H. Gulomova, Sh. The following exercise from the 4th grade native language textbook, authored by Yuldasheva and D. Shodmonkulova, is one of the exercises to find an antonym for a given sentence.

Exercise 268 Read the proverbs and explain their meaning. Copy and paste to identify conflicting adjectives.

The right person is ashamed of a crooked word.

Don't say a lot of useless words; don't stop saying a lot of useful words.

Do not lie about the truth, and do not lie about the language that can tell the truth.

In this exercise, students focus on the meaning of each word. If they act on the form of words that are not meaningful, they will not find words that have opposite meanings. So the opposite words in the exercise are: *straight-crooked, useless-useful, and true-false*.

In conclusion, enriching students' vocabulary with meaningful, formal, contradictory, and paronymic words will help them express themselves clearly, fluently, and expressively. Exploring the types of words according to their syllables and meanings ensures that students' vocabulary is rich and weighty, and develops students' logical thinking, oral and written discourse. Students will be able to express themselves freely and fluently, develop the skills and abilities to use words correctly, know synonyms, antonyms, homonyms and paronyms and be effective in their place. It is especially important that they know how to use it.

Literature:

1. Abdulhamidovna, S. H. (2022). Effective Organization and Importance of Mother Tongue and Reading Literacy Lessons in Primary Schools. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 45-50.
2. Abdulhamitovna, S. H. (2022). Parts of Syntax Composition in the Text. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 39-44.
3. Abdullayev, S. S. (2021). INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT), THEIR DEVELOPMENT AND IMPROVEMENT IN MODERN EDUCATION. *Экономика и социум*, (4-1), 21-24.
4. Abdulxamitovna, S. H. (2022). Stylistics of Inspiration in the Artistic Text. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 51-56.
5. Farkhodovich, T. D. (2022). The Problem of Forming Interpersonal Tolerance in Future Teachers. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 12-15.
6. Halimovich, T. T., Mamirovich, I. S., Muminovich, K. A., Solizhonovich, A. S., & Valerievich, S. Z. (2020). Monte Carlo method for constructing an unbelised assessment of diffusion problems. *European science review*, (1-2), 7-12.
7. Han-Woo, C., Khan, V. S., Yilmaz, E., Omelicheva, M., Hyo-Joung, K., Chai-Mun, L., & Chung-Rok, P. (1999). *International Journal of Central Asian Studies*. Institute of Asian culture and development.
8. INTER, FIBER LENGTH IN. "An International Multidisciplinary Research Journal." *An International Multidisciplinary Research Journal* 41.43 (2017).

9. Iskandarova, S. M., &Kholdarova, I. (2020). GENERONYMS IN THE UZBEK LANGUAGE ANDRIDDLES. *Scientific Bulletin of Namangan State University*, 2(7), 225-231.
10. Jo'rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific Bulletin of Namangan State University*, 1(9), 220-224.
11. Jo'rayev, V. T. (2020). The Role and Advantages Of Distance Courses In The Innovative Educational System. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
12. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
13. Mukhtoraliyevna, Z. S., &G'aniyevna, M. M. (2022). Oral and Written Forms of Speech. *International Journal of Culture and Modernity*, 13, 39-43.
14. Mukhtoraliyevna, Z. S., &Madaminkhonqizi, S. M. (2022). Methods of Mnemonics in Pedagogical Work with Elementary School Students. *International Journal of Culture and Modernity*, 13, 44-52.
15. Nurmakhmatovna, O. Z. (2022). PEDAGOGICAL TECHNOLOGIES AIMED AT EDUCATION IN JUNIOR SCHOOLCHILDREN VALUE ATTITUDE TO THE FAMILY. *Gospodarka i Innowacje.*, 22, 45-49.
16. Ortikova, Z. (2019). TO DEVELOP STUDENTSCREATIVE THINKING. *Scientific Bulletin of Namangan State University*, 1(9), 224-229.
17. Qizi, D. M. S., &Qizi, M. D. B. (2022). METHODS OF TEACHING ARITHMETIC OPERATIONS ON NONNEGATIVE INTEGERS *Gospodarka i Innowacje.*, 22, 82-85.
18. Qizi, D. M. S., &Qizi, R. G. X. (2022). METHODS OF STUDYING ADDITION AND SUBTRACTION OF TWO-DIGIT NUMBERS IN ELEMENTARY SCHOOL. *Gospodarka i Innowacje.*, 22, 61-67.
19. Qizi, Olimova Nilufar Kasimjon, and Maftuna Alijonova Mahammadjon Qizi. "The interest of junior school age students and their impact on speech performance." *ACADEMICIA: AnInternational Multidisciplinary Research Journal* 11.10 (2021): 1861-1864.
20. Qizi, Olimova Nilufar Qosimjon. "Ways To Work with Difficult Sounds in The Pronunciation of Younger Students." *Journal of Pedagogical Inventions and Practices* 1.1 (2021): 91-93.
21. Qizi, SodiqovaMohlaroyimShavkatjon, and Buvajonova Mohirakhon Usmonali Qizi. "Dictionary in teaching vocabulary composition of language to junior school age student's ways to work." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.10 (2021): 1869-1872.
22. Urinboyevna, E. Y. (2021). Classification of Integrative Education. *International Journal of Culture and Modernity*, 11, 162-164.
23. Urinboyevna, E. Y. (2021). Theoretical Bases of Integration of Educational Process. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 57-61.

24. Urinboyevna, E. Y., &Shahruza, R. (2021). About Gender Equality and the Process of Ensuring It. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 54-56.
25. Valijonovna, K. I. (2022). THE CONCEPT AND ESSENCE OF DIVERGENT THINKING IN PEDAGOGY AND PSYCHOLOGY. *Gospodarka i Innowacje.*, 22, 86-94.
26. Valijonovna, K. I. (2022). THE CONCEPT OF ENVIRONMENTAL COMPETENCE AND ITS STRUCTURE. *Gospodarka i Innowacje.*, 22, 29-35.
27. Valijonovna, X. I., &Kizi, K. G. K. (2022). National Values and Their Specific Characteristics. *International Journal of Culture and Modernity*, 14, 16-19.
28. Zanjabila, Abdurahmonova. "FEATURES OF MOTIVATION TO LEARNING ACTIVITY IN JUNIOR SCHOOL CHILDREN." *Gospodarka i Innowacje.* 22 (2022): 20-24
29. Zokirov, M. T., &Zokirova, S. M. (2020). About Lexical-semantic Interference in the Speech of Tajiks, Living in Fergana Region of the Republic of Uzbekistan. *International Journal of Pharmaceutical Research*, 12(3).
- a. Зокиров, М., &Зокирова, С. (2010). ТИЛ ИНТЕРФЕРЕНЦИЯСИНИНГ МОҲИЯТИ ҲАҚИДА УМУМИЙ ТУШУНЧА. *Известия ВУЗов (Кыргызстан)*, (6), 10-11.
30. Зокирова, М. С. (2017). К вопросу о типах словосочетаний в разносистемных языках (на примере узбекского и таджикского языков). *TheWayofScience*, (2), 133.
31. Зокирова, С. М. (2016). Контрастивные исследования на современном этапе развития лингвистики. *Учёный XXI века*, (3-4 (16)), 23-27.
- a. Ёўлдашева, Д., &Буважонова, М. (2019). БОШЛАНҒИЧ ТАЪЛИМДА ПРАГМАТИК ЁНДАШУВ АСОСИДА МАТН ЎҚИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 338-340.
32. Ортикова, З. Н. (2019). SOCIO-ECONOMIC QUESTIONS OF CHILDREN IN THE FAMILY Factors for making statements. *Scientific Bulletin of Namangan State niversity*, 1(11), 335-337.
33. ХОЛДАРОВА, И. В. (2021). ХАЛҚ ТОПИШМОҚЛАРИ ВА ГЕНЕРАТИВ ЛЕКСЕМАЛАР. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
34. Zokirova, S. M., &Axmedova, D. O. (2021). WORKING WITH BORROWINGS GIVEN IN DICTIONARIES OF PRIMARY SCHOOL TEXTBOOKS. *Theoretical & Applied Science*, (3), 275-278.
35. Mukhtoralievna, Z. S. (2021). The use of Vocabulary Words in the Dictionary Given in the Textbook of the 1st Class Native Language and Reading Literacy. *International Journal of Culture and Modernity*, 10, 39-42.