



**FORMATION OF BASE COMPETENCIES RELATED TO WORD  
FORMATION IN PRIMARY SCHOOL STUDENTS**

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<b>A B S T R A C T</b>	<b>K E Y W O R D S</b>
<p>This scientific article is devoted to the issues of technologies for the formation of competencies related to word formation among elementary school students, information is provided on the methods of word formation in the Uzbek language. The theoretical significance of the formation of competencies of elementary school students in terms of word formation, methodological recommendations and didactic tasks to achieve the goal are described.</p>	<p>word, competence, pedagogical and psychological, knowledge, skills, experience.</p>

**Introduction**

Today, it is important to expand the worldview of the young generation and to form knowledge and competencies in all disciplines in order to provide education and training in accordance with the requirements of the present time. Here we will touch on the term competence. Competence is the ability to use the theoretical knowledge, practical skills and abilities acquired in this subject to solve practical and theoretical problems encountered in everyday life. It is understood that teaching elementary school students knowledge about word formation, applying it in everyday life and raising it to the level of skill and competence means forming competences about word formation. It is of great importance for a child to form competences related to word formation in the Uzbek language system. Because it helps the student to know the essence of the morphological structure of the word, to understand the semantic relations between related root words. This, in turn, leads to the improvement of the semantics of words, allowing the student to use them correctly and accurately in speech. The teaching of word formation in the primary education system is undoubtedly carried out through the study of word structure, and its importance is shown in the following. Understanding the importance of the morpheme in the word, as well as the semantic meaning of the affixes, affects the students' clear formation of speech. The task of the teacher is not only to understand the lexical meaning of the word, but also to increase the conscious use of words with specific affixes in the text.

Work on word-forming adverbs is carried out along with determining the meaning of some word-forming adverbs and grammatical signs of the artificial word. Explaining the meaning of a word-forming adverb allows students to understand its importance in word formation, their attention is

focused on creating a word with a new lexical meaning with the help of a word-forming adverb: (for example: gul-gulchi, guldon, gulla).

Determining which part of the word the word belongs to deepens the idea that words from different parts of the word can be formed with the help of a word-forming suffix. In the elementary school, the phenomenon of word formation is conducted in connection with the study of the morphemic structure of the word. This corresponds to the 3rd stage of the primary class. By this time, students will get acquainted with the topic of "Stem and cognate words" through the textbook. In the process of studying this topic, some of the concepts of root, suffix, word-forming suffix, connecting suffixes will be introduced.

After the students get an understanding of word-forming adverbs through various exercises, they are introduced to the topic of "word-forming adverbs". Through the topic, they get theoretically acquainted for the first time with a number of word-forming adverbs, their function in the word structure, which word group makes which word group. In addition, this rule given in the textbook states that "adverbs that form new words are word-forming adverbs. They are indicated by the symbol (^)" and memorized by students.

In the 3rd grade, working on word-forming phrases, explaining the importance of word-forming adverbs in a word and, on this basis, developing the ability to consciously use the word contained in a word-forming adverb in one's speech is the main task of learning morphemes. It is important for students to understand that a word with a new lexical meaning can be created using a word-forming suffix. In the elementary school, the event of word formation is conducted in connection with the study of the morphemic structure of the word. For example, in the 3rd grade, elementary school students begin to acquire knowledge about word-forming suffixes such as -chi, -la, -li, -kor, -dosh, -siz by getting acquainted with the topic of "Ozak and Ozakdosh" words and performing exercises related to the topic. Later, in the process of learning independent word groups, the noun-forming suffixes -chi, -kor, -dosh, -zor, -lok, the adjective-forming suffixes -li, -siz, -dar, the verb-forming suffixes -la, -illa (-ulla) learn additions. In the 4th grade, the content of knowledge given to students is built on the basis of knowledge in the lower grade and enriched. In this case, they use the word-forming suffixes -soz, -k, They familiarize themselves with the suffixes -q (noun maker), ser-, be-, -chan, -q (adjective maker), -lan, -sira, -lash (verb maker) and perform exercises. Work on word-forming adverbs is carried out in practice along with determining the meaning of some word-forming adverbs and the grammatical signs of the artificial word.

Explaining the meaning of a word-forming adverb allows students to understand its importance in word formation, focusing their attention on creating a word with a new lexical meaning using the word-forming adverb. In general, providing elementary school students with knowledge about the phenomenon of word formation is related to the process of creating a new concept. Therefore, when working on mastering a concept, a specific language material, i.e., a specific word, is analyzed to distinguish its abstract signs.

So, based on the above, it is necessary to pay attention to the following important signs in order to master the memorized rules of word-forming suffixes:

1. A morpheme that joins a root and forms a word with a new meaning is an affix morpheme.
2. Root words are formed by adding different word-forming suffixes to one word.
3. If word-forming adverbs form another word related to the meaning understood from the root, it is called a compound word.

4. A new word made from a word-forming suffix is a word with an independent meaning, enriches the vocabulary within one word group or can pass to another word group.

It was understood that in the primary grade, students get theoretically and practically acquainted with the method of word formation only with the method of affixation. Students will not be informed about the remaining methods. In my opinion, any buds of linguistic knowledge formed in the students serve as the basis and support for the language knowledge that is given to them in the upper class. However, it is not possible to fully explain to elementary school students the difficulty and complexity of the knowledge about word formation methods in the Uzbek language. Therefore, it is necessary to choose the simplest and most understandable version of the words formed in these ways, especially suitable for their youth, and on this basis, to develop methods of teaching them.

In conclusion, it should be said that as the knowledge of word formation formed by students serves to develop speaking abilities and intellectual thinking of young students, it is necessary to expand and deepen students' linguistic knowledge in this field. Of course, it is important to choose simpler materials and methods suitable for the age and outlook of students. In the formation of these initial concepts, it is possible to take as a basis the words made in the semantic, compositional, repetition and phonetic methods found in the elementary school textbooks

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