The Importance of Teaching Primary Students Mother Tongue Multiple Meaning Words

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Abstract. In this article, when explaining the meaning of a polysemous word to elementary school students, it is necessary to reveal its semantic structure and the connection between the main meaning and the figurative meaning. Ideas are given about the connection between the meanings of polysemous words. There are specific practical aspects of working on ambiguous words, and the article is enriched with examples based on textbooks to pay special attention to this practical importance.

Key Word. Multiple meaning words, semantic structure of words, vocabulary structure, lexical meaning

Linguistic semantics studies the vocabulary of the language and its grammatical structure and accordingly forms the lexical and grammatical levels. Linguistic semantics studies the objective meaning of a word, that is, the description of a certain linguistic unit in the language system. In the language, which has its permanent representative, the generalized meaning of the word form and the grammatical meaning of the sentence, the lexical and grammatical meanings of the words are closely related to each other, therefore, a full understanding of the semantics of the word can only take into account both meanings.

When explaining the meaning of a polysemous word to elementary school students, it is very important to be able to reveal its semantic structure, the connection between the main meaning and the figurative meaning. Polysyllabic words are defined in speech based on the connection between meanings.

In linguistics, the dictionary meaning of a word is considered in different ways. That is why the question of the nature of polysemous words in the language is very complicated and controversial. The attempt to determine the lexical meaning in the language is not only within the framework of linguistics, but also related to philosophical, psychological, sociolinguistic factors.Differentiating word meanings and understanding the transfer of meaning as a mental essence was formed from the period when logical-psychological trends in linguistics dominated, when the meaning of a word was equated with a concept or an image, a set of images. [Buslayev F.I. 1989. p. 151].

Later, along with concepts and ideas, the meaning of the word began to include expressive meaning, emotional assessment, and various associative components. In such cases, the meanings of words were also considered as a person's thoughts, feelings and mental state that can be expressed. [Vasiliev L.M. 1990.S. 68].

By now, the problem of distinguishing the lexical meaning of a word for primary school students is the problem of understanding the connection between language,

thinking and reality. In Uzbek linguistics, the concept of "lexical meaning" is based on the theory of knowledge, the doctrine between language and thought. Explaining to students that the meaning of a word in a language is structured according to certain grammatical rules and is an element of the general semantic system of the vocabulary of this language will help them acquire the language in practice.

In the book "Methodology of Mother Tongue Teaching" by K. Kasimova, S. Matchonov, H. Gulomova, Sh. Yoldosheva, Sh. Sariev, talking about the linguistic bases and tasks of working on the dictionary, enriching the students' vocabulary, mastering the figurative meanings of some words, that is, translating these words into the text introduction, comparison with their other meanings is discussed. [K. Kasimova, S. Matchonov, H. Gulomova, Sh. Yoldosheva, Sh. Sariyev. 2009. P. 195-200]

Mastering the multi-meaning words in the language creates great opportunities for the student's speech development to communicate with others. The teacher should teach students to be able to use language units in different situations, to be conscious of their speech, to feel responsible for every word they say. Mother tongue as a subject of study should be used not only to acquire theoretical knowledge, but also to form the skills of practical application of language units that will be necessary for a person throughout his life. [Masharipova. U. 13-14].

Describing the concept of meaning in linguistics by G. Stern, A.I. Smirnitsklar, they emphasize that the meaning of a word is a certain reflection of an object, event or relationship in the mind, or a mental formation similar in nature, a word structure built from the reflection of individual elements in reality. [G.Stern, p.167, A.I.Smirnitsk p.89]. However, the above opinions of scientists cannot reveal the whole deep essence of the lexical meaning. The meaning of the word and the methods of its interpretation in the lexical system of the language not only belong to the word, but also depend on the content of the speech, which is determined by the specific features and patterns of the word and the language.

There are specific practical aspects of working with elementary school students on polysemous words, and it is this practical importance that needs to be paid special attention to. The importance of each polysemous word in the student's cognition, i.e. knowledge and mastering of the world, in the development of his speaking activity and thinking is incomparable. For example, in the textbook of mother tongue and fluent literacy of the first 2nd grade, the word "cook" has 2 different meanings.

Hard-wearing, non-breakable, thorough, durable
It is on the edge of the forest, on the edge of the meadow
A beautiful basket is lying unattended.
Bandi is ripe and elegant, and has an egg,
But you probably haven't seen it.
Pishykh is thorough in his work, doesn't give anyone's word, doesn't get paid.
- Now August is ending, - answered Uncle Fyodor (Uncle Fyodor is actually a boy, but he is so smart and mature, so he is called). part. page 28)

In the process of learning the lexicology of the Uzbek language, primary school students learn all the meanings of words, including grammatical, dictionary, native and figurative meanings, single and multiple meaning words and methods of transfer of meaning, homonyms, homonyms, synonyms, antonyms, paronyms with different meanings. they get acquainted with the words through various texts given in the textbooks. It is necessary to explain to the students that the richness, consistency, and

effectiveness of the speech are mainly related to their acquisition of the vocabulary of their native language.

In particular:

- the practical importance of ambiguous words;
- unambiguous use of terms active in the educational process;
- the degree of use of ambiguous words in the speech process;
- use of ambiguous words regularly or only in special cases:
- it is intended to explain to students the need to use polysemous words appropriately and in accordance with the speech situation.

We noted above that ambiguity is natural and widespread in language and that it is one of the semantic patterns of language. From this point of view, the formation of language experiences in elementary school students gives them opportunities to use language resources.

Students also begin to realize the limitlessness of their experiences as native speakers and the limitations of language resources. During this period, as a result of children's understanding of the environment and reality through language and its words, they should know that various objects of one kind or another are divided into certain classes, and some names are used to name other things and objects.

V.V. Vinogradov stated that "Language becomes richer with the development of ideas, and the outer shell of words is filled with new meanings." [V.V. Vinogradov. 1994, p. 14.]

It is important to teach children in elementary school textbooks that the polysemous word that they meet for the first time and the need to use the meanings of words that are unfamiliar to them is the similarity between events and things or their proximity. As we mentioned above, elementary school students often encounter ambiguous words in the educational process and in the family environment. As K. Kasimova, S. Matchonov, Kh. Gulomova, Sh. Yoldasheva, Sh. Sariyev stated in the book "Methodology of Mother Tongue Teaching", at this time they do not understand words with multiple meanings. Despite this, among the textbooks and manuals prepared for Uzbek linguistics and pedagogy, the methodology of teaching polysemous words to elementary school students and dictionaries of polysemous words have not been developed.

The understanding of polysemous words given to elementary school students is carried out by the teacher in the course of the lesson. K. Kasimova, S. Matchonov, H. Gulomova, Sh. Yoldosheva, Sh. Sariev in the work "Methodology of teaching the mother tongue" it is said about this: "In elementary grades, theoretical information is not given on polysemous and homonymous words, the formation of such concepts is not provided. preparations will be made" [K. Kasimova, S. Matchonov, Kh. Gulomova, Sh. Yoldosheva, Sh. Sariyev. 2009. B.203.].

Pupils are considered to be thoroughly mastered only if they familiarize themselves with the features of polysemous words and use them in their speech in sentences, statements and essays, and in composing texts. In order to develop the skills of independent speech and text creation in elementary school students, first of all, it is necessary to work on providing information about language units and language events in an age-appropriate manner. Because the level of the student's thinking is developed, language skills are formed, this is reflected in his oral and written speech and thinking. Since the nuances of the meaning of polysemous words are related to the speech situation, taking into account the meaning characteristics of such words in the mother

tongue when communicating on one or another topic and clearly expressing an opinion creates a foundation for students to develop as a linguistic personality.

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