

## THE FORMS OF INTERRELATION WITH TOPICS OF SYNTAX IN REVISING MORPHOLOGY

<sup>1</sup>Tursunay Yusupova

<sup>1</sup>Associate Professor, Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi, Tashkent, Uzbekistan.

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### Abstract

The article is based on psychological data on mastering of knowledge, devices of revision (remembering/reminding, complete/full revision, repeated explanation, and consolidation), and the forms of relation of revision studied in V-VIII grades on the basis of materials in morphology with topics of syntax of simple sentences in the VIIIth grade including revision in direct interrelation with studied topics; revision interrelated with new topics and revision the topics which are not related to the main topic.

**Key words:** syntax, morphology, 8<sup>th</sup> grade, revision, recall, reminding, conjunction, adverb, noun, adjective.

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### INTRODUCTION

In methods of teaching of a native language regular recalling of early studied or recently obtained knowledge, consolidation of obtained skills and abilities, revision is of a considerable importance. In the process of teaching a new topic in syntax and initial consolidation its activities related to remembering is carried out.

As is known only the knowledge that was consolidated and acquired better are remembered for a long time. According to I.A.Zimnyaya, "... acquiring is a complex activity of a human being including all processes of cognition (sensor-perceptive and nemologic) facilitating perception, meaning differentiation, preservation and reproduction of the perceived material" [1, 233-234]. There is no doubt that non-acquired knowledge can't be recalled and used by pupils in their further intellectual activities.

If to take into consideration the psychologists opinions, in order to recall the knowledge which was once preserved in the memory and used by pupils but was forgotten after a certain lapse of time it is enough to use the method of reminding and recalling it. However the knowledge which was not remembered, i.e. fully forgotten reminding and recalling it, will not be enough. It is necessary to explain it again, i.e. one should have a full revision of studies material and non-acquired material or knowledge requires the use of the method consolidation. Thus one should use a differentiated approach to the use of methods like reminding, revision and consolidation. The method of reminding is appropriate to use with knowledge which was acquired but being forgotten; the method of revision is appropriate to use with knowledge and was forgotten after a certain lapse of time. In practice of a teacher of a native language all three methods reminding, revision and consolidation are used as one notion – revision. In this case there will be no distinction between levels of acquiring knowledge, obtaining the skills and abilities and the method of revision is used in the same way in relation to knowledge which was not considerably forgotten and to the knowledge which was fully forgotten.

It should be stressed that in the following grades/forms it should systematically be reminded and revised topics (linguistic phenomena) should be taken in junior classes. However the practical importance and functions of these topics contain different linguistic phenomena. If we take into consideration the

fact that the grammatical material contains terms, definition and rules, means of expression in this case revision should include element by element approach considering their practical value. It goes without saying that the present language units do not require the same effort of using the same methods of revision when recalling them as each of them has its own function and position. Thus oral and written speech of pupils is gradually enriched and developed along with syntactical constructions mainly on the basis of new means and forms of expression. It means that these language phenomena have primary importance for developing speech. As for terms, definitions and rules as well as methods they indirectly serve this objective. That's why both content and methods of reminding, revision on the level of a native language should be used differentiated.

### MATERIALS AND METHODS

In revising of the learned material in grades 5-7 in morphology and in grade 8 in syntax, it is important to consider the principle of interrelation of topics in syntax. Work on revising and recalling of the learned material in morphology in junior grades, expected results, the forms of control (diagnostics) and assessment of the results, the degree of achieved objects in comparison with obtained results are planned in the beginning of the academic year. In the framework of activities in grade 8 the following can be noticed:

1. "Introduction" – revision in the beginning of the academic year;
2. Revision indirectly related to the topic of the lesson (natural relation);
3. Revision indirectly relation to the topic of the lesson (artificial way of creating a relation);
4. Revision, not related to the topic of the lesson;
5. Revision in the process of developing oral and written speech.

The text-book in a native language for the 8 grade contains several lessons for generalized revision of separate units in morphology studied in the 5-7 grades.

Revision in direct relation to the topic of the lesson (natural relation) is considered to be the narrowest form in terms of scope. In theoretical information given in syntax in the text-book are only the most necessary morphological notions, i.e. notions related to new topic of the lesson are mentioned. The process of

revision of morphological notions in this case is organized in two ways: revision before studying a new topic; revision organized in the process of learning the notions of syntax. Both ways of revision are based on the theoretical information where the morphological terms are mentioned. The present terms are the support for revision of morphological notions on the level of interrelation with the learned syntactical notions which facilitates the continuity between them. This kind of revision helps consciously master the syntactical notions. For example, when learning the topic "The Forms of Relations of Words in Collocation" lesson 18 of the text-book for the 8 grade [2] the following syntactical notions are mentioned: an independent word, a principle word, parataxis, a government, an attribute, object, a definite form and an indefinite form. In connection with it such morphological notions as case affixes, genitive case, accusative case, dative case, locative case, and ablative case and others.

When speaking about revision of morphology on the basis of a text-book for the 8<sup>th</sup> grade one thing should be borne in mind that less attention is paid to morphological terms in it. For example, the material for the first quarter where theory is presented contains the following notions and terms in the exercises and tasks: independent/notional parts of speech, noun, adjective, numerals, pronoun, semantic types of pronouns, personal pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, determining pronouns, negative pronouns, indefinite pronouns, verb; adverb, semantic classification of adverbs (adverbs of manner, derivative adverbs, compound adverbs, adverbs of place and direction, adverbs of time); pronouns used for replacing nouns; auxiliary parts of speech, particles, conjunctions, coordinating conjunctions, particles; interjections, onomatopoeia, modal words, word, stem, additional meaning, personal suffixes, case suffixes, genitive case, accusative case, dative case, locative case, and ablative case nominative case, possessive case, and compound word.

The majority of the terms and notions mentioned here is the material for revision at the beginning of the academic year. As for the terms and notions of Lessons 16-27 their share in revision is few. It means that the possibility of revision of morphology in these lessons is extremely insufficient.

As is known revision of cases has two objectives: 1) reminding the obtained knowledge; 2) restoration of practical skills. Much attention in the textbook is paid to the first type of revision. In order to restore practical skills the use of grammatical forms in speech should be realised.

It should be stressed that treating the morphological notions as theoretical information is different from using them in relation to analysing in doing exercises and tasks. The first one is related to referring and the second type related to analysis and revision pertaining to artificial referring.

Some notions (notional parts of speech, auxiliary parts of speech, noun, verb, conjunction and so on) are referred two times or more. The teacher who has information about the terms and notions which may be repeated in other lessons will apply the degree of revision. In relation with it a problem of degree approach comes up in necessity of revising of knowledge, skills and abilities in morphology as a class stratum for several times.

Degree approach for a number of notions can be applied. For example, terms and notions used at the beginning of the classification including independent/notional parts of speech, auxiliary parts of speech, do not belong to knowledge that pupils of 8<sup>th</sup> grade forgot. Some pupils may have forgotten information interjections, modal words, semantic classification of pronouns and adverbs, and the case names.

Theoretical information, exercises and tasks contain the following notions in syntax in the second quarter of the academic

year: noun, adjective, verb, case endings/suffixes, dative case, ablative case, personal endings, numerical suffixes, mood, semantic structure of mood of the predicate, conditional mood, tense, the meaning of tense, tense forms, meaning of the present tense, meaning of the past tense, the meaning of will and wish; person and number, person and number suffix; auxiliary word, morphology, conjunction, notional words, auxiliary verb, link words, semi-functional words, words of parts of speech, auxiliary verbs used as link verbs, deficient verbs, participle, cardinal numerals, and auxiliary word "ham".

Much attention is paid to notional parts of speech and auxiliary parts of speech in the second quarter as well: noun, adjective, adverb, verb, case endings, dative case, ablative case, personal pronoun endings, morphology, conjunction, and cardinal numerals. Some of notions in morphology mentioned here have been revised in the first quarter.

In short, possibility of revising materials which contained in the 8<sup>th</sup> grade textbook in morphology is not sufficient. Theoretical information, exercises and tasks presented in Lessons 28-31, Lessons 35-39 can cause some gaps in revising morphological terms studied in junior classes.

The materials of the third quarter are reflected in Lessons 51-64 and Lessons 65-80. The following terms and notions are mentioned in the third quarter: person and number suffix, nominal case, possessive suffixes, endings of plurality; parts of speech, noun, pronoun, numerals, participle, adjective, adverb, participle, onomatopoeia, modal verbs, grammatical form; phrase; case form, dative case, dative case with a marker and without, ablative case, genitive case, accusative case, locative case, auxiliary word, auxiliary noun, auxiliary adjective, onomatopoeia, exclamation, reduplicative word, phrase, tense and space cases, adverbs of place, noun, adverbs of time, adverbs of quantity, auxiliary construction; participles, ablative case, nouns of action, words of various parts of speech, substantiated adjectives, substantiated numerals, present participle past participle, transitive verb, intransitive verb, person, singularity, negative form, verbs, parts of speech, onomatopoeia, substantiated and participle.

Definitions and rules are not presented in the textbook written (by M.Kadyrov, Kh. Nigmatov, 2019) on the basis of modified education content and instead of rules instruction like "Try to know" and "Remember" are included. But when you get acquainted with these notes you become sure that they are almost rules. In practice majority of pupils take notes as a rule and learn them by heart against the authors' intention.

## RESULT AND DISCUSSION

The textbook of the 8<sup>th</sup> grade does not almost contain any exercises and tasks requiring recall. It is appropriate to present definition of terms as explanation through information sources (for example, the material of the textbook, in linguistic text). Rules should be properly mastered. For example, using the suffix -ni with a noun and a verb, linking of a noun and a noun with the help of suffix -ning, should be mastered by learning the rules by heart. It is required to eliminate the typical mistakes which are based on replacing the use of -ni instead of -ning in written work.

It should be stressed that definition should be regarded as a serious problem of an attitude to the rules in teaching of a mother tongue.

And exercises directed to develop skills in morphology are not enough in the textbook.

Preliminary revision aimed at recalling of parts of speech. But the authors of the textbook for the 8<sup>th</sup> grade do not take into consideration pupils' knowledge in morphology. However, there should be some ground for developing any skill, and knowledge. And it is related to forgetting. If pupils know parts of speech, why

they should spare much time for revising it. One should revise without repeating the same as L.F. Loginova wrote in her article (L.F. Loginova, 1989).

The topic "Auxiliary Parts of Speech" was properly worked out as textbook material.

We think it is appropriate to remind that exercises related to parts of speech will enable pupils to remember appropriate terms. Terms are mentioned in table. In this case receptive and reproductive process increases. Here we can say that perceptive and reproductive speech activity is taken as a basis for revision.

Revision on parts of speech is mainly included in questions. But answers given by pupils may not recall information on terms and notions in every pupil equally. For example, the use of adverb as a predicate. It happens when we speak about semantic classification of adverbs. Here along with different functions of adverbs we also should recall types of adverbs and ways of forming as well. It can be fulfilled when doing exercise #140. The requirement of the exercise includes giving examples of the usage of adjective and participle I as a subject. As an addition to the exercise pupils are asked to give their own examples where adjective and participle I are used in the function of a subject.

The teacher may ask the following questions:

- What semantic types of adverbs did you use in your example?
- What other semantic types of adverbs do you know?
- What structural types of adverbs do you know?

When shortcomings in pupils' answers are noticed a linguistic text which contains theoretical information referring to Lessons 152-159 of the 6<sup>th</sup> grade textbook is presented.

It should also be stressed that in explaining a syntactical topic which is studied in the 8 form intensively and with special attention to the sphere of morphology, the scope of revision is increased as well. The same is required in working at mistakes in pupils' speech. For example, mistakes related to using of components of collocations with an auxiliary verb in the Passive Voice, in putting a comma after the verbs used in Subjunctive Mood in Uzbek and others. These topics are not studied as a new one in the 8<sup>th</sup> grade [3], consequently here it is appropriate to use all types of revision with some elements of novelty.

Revision indirectly relation to the topic of the lesson (artificial way of creating a relation) is used in interrelation with those aspects of linguistic phenomena which are not embraced by the

The form of the verb	Meaning	Examples
Bo'lsa kerak	Expresses something approximate	The weather may be fine today.
-(b) bo'ladi	Expresses possibility	This work must not be put off till tomorrow.

On the basis of the table first sentences are made up and then a text will be made up. Tasks on finding examples from literary texts (fiction) and eloquent reading of these texts will facilitate developing speech of the schoolchildren.

## CONCLUSION

In the process of developing oral and written speech revision is carried out in the form of recalling knowledge, skills and abilities obtained in syntax and morphology with consideration their necessity. In this case activities connected with eliminating mistakes in oral and written speech of the pupils with the help of rules as well as work on richness of the expressive means should be stipulated.

Thus revision of the learned material in the 5-7 grades in morphology in the process of studying the course in syntax in the lessons of a native language in the 8 grade will facilitate pupils' speech in the line of methodics of educating activities which

topic of the lesson but which should be recalled. For example, in the extent of necessity referring to morphology in studying syntax it is appropriate to do exercises in differentiating notions between them related to both courses. Although there are points pertaining to the topic in revising, including attributing, interrelation, are mediated, i.e. it is vividly seen that it was artificially organized.

For example, Lesson 51 contains the topic "The Subject and its Ways of Expression" in the text-book for the 8 grade. The present topic is complicated for mastering the notion of expressing of the subject by the help of an adverb. Its complicatedness is based on, the use of an adverb as a subject is connected with, one of its meaning varieties. That's why it is appropriate for pupils to recall meaning groups of adverbs, their differences, usage and formation of adverbs. With this aim revision of morphological category is carried out during the lesson in mediate interrelation with the topic of the lesson as an additional activity. The present activity is carried out in doing Exercise 140. The task of the exercise should contain examples for the usage of adverb and participle as a subject. As soon as a pupil does the exercise, additionally examples of the adverb as a subject should be asked.

Pupils are asked to answer questions: What meaning varieties did you use in your examples? What other meaning varieties do adverbs have? What structural varieties of adverbs do you know?

In the cases where there is a vivid lack of pupils' knowledge it is recommended to present pupils a linguistic text containing theoretical information about adverb given in Lessons 152-159 in the text-book in a native language for the 5 grade.

Revision, not related to the topic of the lesson is fulfilled every lesson, and definite time is allocated to it and it differs from the other forms of revision by more sphere of usage. For example, the recalling itself more than 400 terms studied in the grades 5-7 requires systematical approach, considerable types of activities should be done as along with terms it is necessary to recall both rules, of necessary definitions and means of expression.

When studying the topic "Logic Stress" in Lesson 71 in the text-book for the 8 grade in a native language some time is allocated for revision of the forms of tenses of the verb. Taking into consideration that the present language material was recalled in Lesson 52 and main attention was paid to revision and its application to speech practice. In this case it is appropriate to use the following table based in semantics of the form:

are of great importance for systematic recalling knowledge, skills and abilities.

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