



Studying the Name of the Adjective in Russian Lessons in the Primary School Taking Into Account the Formation of Universal Learning Actions

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Abstract: *The features of the use of methodological methods of work on the study of the name of the adjective are revealed, taking into account the formation of cognitive universal educational actions in students. The presented material is aimed at improving the intellectual learning activities of primary school students.*

Keywords: *linguodidactic literature, essence of semantic meaning, attribute of an object, gender, number, case, tasks, algorithm of actions, spelling of generic and case endings, sequence of exercises, universal learning activities, cognitive.*

The concept for the development of the system of public education of the Republic of Uzbekistan until 2030 defines the tasks of “qualitative renewal of the system of continuous education, training of professional personnel, retraining and upgrading their qualifications, improving teaching methods, the gradual introduction of the principles of individualization of the educational process, the introduction of modern information and communication technologies and innovative projects in this area” [1]. To a certain extent, the organization of training with a focus on the formation of universal educational activities can serve as a solution to the set goals.

The term "universal learning activities" in a broad sense means the ability to learn, i.e. the ability of the subject to self-development and self-improvement through the conscious and active appropriation of new social experience.

The main functions of universal learning activities are to provide the student with the opportunity to independently carry out learning activities, set learning goals, seek and use the necessary means and ways to achieve them, control and evaluate the process and results of activities; creation of conditions for the harmonious development of the personality and its self-realization on the basis of readiness for continuous education; ensuring the successful assimilation of knowledge, the formation of skills, abilities and competencies in any subject area.

The universal nature of educational actions is manifested in the fact that they are of a supra -subject, meta-subject nature; ensure the integrity of the general cultural, personal and cognitive development and self-development of the individual; ensure the continuity of all levels of educational activities; underlie the organization and regulation of any activity of the student, regardless of its special-subject content.

Universal learning activities provide the stages of assimilation of educational content and the formation of the psychological abilities of the student.

As part of the main types of universal educational activities that correspond to the key goals of general education, four blocks can be distinguished: **personal**, **regulatory** (including self-regulation actions), **cognitive** and **communicative**.

The study of the name of the adjective provides the teacher with ample opportunities for improving cognitive learning activities. The system of work on the study of adjective names involves the gradual complication and expansion of the material, both in terms of vocabulary and grammar. The method of studying the names of adjectives is determined, as noted in the linguodidactic literature [5], by their linguistic features, which consist in the fact that the essence of the semantic meaning of adjectives - the designation of an attribute of an object - requires considering them in connection with nouns, since the grammatical features of adjectives (gender, number, case) also depend on the noun. Therefore, in order to form the concept of an adjective, it is necessary to direct the attention of children to establishing the dependence of the adjective on the noun.

In practice, this should be expressed in the fact that students, firstly, need to be taught to select a sign for the subject and, secondly, they need to develop their ability to establish the connection of words in a sentence with the help of a question, i.e., to highlight phrases consisting from an adjective and a noun without a term. Thus, students need to be led to the following specific conclusion: in what number, gender, case is the noun, in the same gender, number, case is the adjective used. Thus, the semantic-grammatical properties of adjectives determine the following methodological requirement: work on adjectives should go both in terms of vocabulary and in terms of morphology on a syntactic basis.

In the scientific and methodological literature, it is noted that the recognition of adjectives among other parts of speech presents a certain difficulty for younger students due to the fact that for some adjectives, the lexical meaning does not coincide with the grammatical one (loose, odorous, hanging). Students often attribute abstract nouns like kindness, courage, blueness to adjectives, i.e. nouns denoting qualities. Work practice shows that students experience significant difficulties in determining relative adjectives compared to qualitative ones.

An initial introduction to adjectives (as yet without a term), therefore, should begin with observing the lexical meaning of adjectives and learning the questions they answer. The attributes of objects are varied and can characterize an object in terms of color, shape, size, material, purpose, accessories, etc. Therefore, in order to form a concept, it is necessary to reveal this many-sided meaning of adjectives.

The teacher shows an object or a drawing of an object, students name its features and write down, for example: the ball (what?) Red, round, rubber, light, small. Ribbon (what?) Blue, wide. At the same time, it is necessary to pay attention to the fact that the words are written, and the object with its features is available in the world around us.

Students' awareness of the role in our speech of words that answer the questions what? which? which? what?, contributes, for example, to comparing the text without adjectives and with adjectives. The teacher also draws students' attention to the fact that adjectives in descriptive texts play an important role in revealing the features of the described object. The accuracy of the description is greatly increased if words denoting the features of objects are used.

A large place in the study of adjectives should be occupied by creative works, both oral and written: stories about excursions to the forest, park, description of trees, birds, animals. Visualization is widely used in the classroom in the form of objects, paintings, subject drawings. In the course of observing certain phenomena, students learn to identify the features of objects and select the exact words that name these features. The following types of exercises can be recommended as effective:

1. Distribution of offers.
2. Recovery of deformed sentences.
3. Compilation of stories according to the picture and key words [5].

The recommended exercises will greatly contribute to the development of the ability to use words not only accurately, but also grammatically correct, given the connection between the adjective and the noun.

In the future, the learning process should be aimed at solving three problems: the formation of the concept of "adjective", the development of the ability to accurately use adjectives in speech, the formation of the spelling skill of generic and case endings of adjectives. Each of these tasks has specific functions, but they are solved in conjunction.

The formation of the concept of "adjective name" is directly dependent on the level of mastery of the generalized category "feature of the subject" by students. To this end, it is necessary to teach students the classification of words denoting color, taste, smell, size, material from which the object is made, etc., and the generalization of the features of such words. As common essential properties, not only the lexical meanings of words are distinguished, as was done earlier, but also characteristic grammatical features.

Based on the generalization of the properties of specific adjectives, students draw a conclusion about the properties of adjectives as a part of speech:

- a) designate an attribute of an object;
- b) answer the question what ? , what ?, what ?, what ?;
- c) vary by gender and number;
- d) refer to nouns, together with which they form phrases.

Purposeful work on the formation of this concept is carried out in the process of studying the entire topic "Adjective name" and is directly related to the development of speech. The enrichment of the children's vocabulary is carried out not only by clarifying the meaning of words that are qualitative adjectives, but also by relative and possessive adjectives. It is especially important to use adjectives for observations that denote various qualities of people and characterize them from different angles (sensitive, responsive, inquisitive, accurate, insightful, kind, hardworking, etc.). Great opportunities for work open up for the teacher if he skillfully uses the connection between the lessons of reading literacy and the Russian language.

As noted in the linguistic literature, the categories of gender and number of adjectives do not have the independent meaning that is characteristic of a noun, and are only exponents of the connection between an adjective and a noun[6]. Consequently, the assimilation by students of the gender and number of adjectives means, firstly, the repetition and consolidation of the gender and number of nouns, and secondly, to master the essence of the connection between these two parts of speech, the means of expression of which are endings. Therefore, the attention of children should be directed to the endings, for example: What day? Warm. What night? warm. What morning? warm.

By doing the exercises, students determine the gender of nouns and adjectives and draw conclusions about adjectives.

1. Adjectives in the singular change by gender (unlike nouns).
2. The gender of an adjective depends on the gender of the noun with which it is associated. If the noun is masculine, then the adjective is masculine, etc.
3. The masculine adjective answers the question what? and has an ending -ый (-ий), -ой. The feminine adjective answers the question what kind? and has an ending -ая (-яя). The neuter adjective answers the question what? and has an ending -ое (-ее).

Observing the change of adjectives in the plural, students are convinced that in the plural adjectives by gender do not change.

In the course of working on endings, it is necessary to draw the attention of students to the following fact: after hard consonants, the ending is written -ый, -ая, -ое, -ые, after soft -ий, -яя, -ее, -ие. Thus, students develop the ability to correctly write the generic endings of adjectives. For the

formation of this skill, familiarization of students with the algorithm of actions for determining the generic endings of adjectives can have a positive impact.

1. Find out which noun the adjective is associated with and determine its gender.
2. By the gender of the noun, find out the gender of the adjective.
3. Remember the ending of the adjective of this gender and write it.
4. Compare the ending of the adjective and the ending of the question.
5. Make a conclusion about the spelling of the generic ending of the adjective.

The system of exercises, which includes not only the analysis of sentences, but also compilation with subsequent recording, will contribute to the development of the skill of spelling endings and at the same time the accurate use of adjectives in speech.

The basis for the formation of the skill of spelling case endings of adjectives is the following knowledge and skills: the ability to establish a connection between words in a sentence and find the noun on which the adjective depends, which can serve as propaedeutics for mastering the syntactic theme "Phrase"; knowledge that the adjective is used in the same gender, number and case in which the noun is used, knowledge of case endings (for example, *ым, -им* in the instrumental case, *-ом, -ем* in the prepositional, etc.) , the ability to correctly put a question to an adjective and match the ending of the adjective with the ending in the question.

Equally important is the application of this knowledge and the use of skills in a certain sequence:

1. The student establishes the connection of words, that is, finds which noun the adjective is associated with.
2. Determines the gender, number, case of a noun.
3. Based on the noun, learns the number, gender, case of the adjective.
4. Remembers the ending in this case and writes the ending.

At the first stage of work on the skill, it is advisable to teach students to fix the course of their reasoning, that is, to write in brackets in detail everything about the adjective (what? T. p., sing.).

The formation of a skill by the indicated methodical method presupposes a good knowledge of the endings. Therefore, a table of case endings for adjectives is necessarily compiled, common to the class, and by each student for himself on a sheet. The table is compiled gradually as you get acquainted with adjective declension.

Based on the acquired knowledge, exercises are carried out with tasks that gradually become more difficult: a) change the cases of the words given in brackets, for example: The plane was flying over (North Pole); b) commented writing and auditory dictations; c) making sentences with phrases given by the teacher, etc.

Thus, the assimilation of adjectives is based on the active study of the relationship of this part of speech with nouns from the side of vocabulary, grammar, and spelling.

An analysis of the methodological features of studying the name of an adjective in elementary school showed that the system of studying adjective names involves a gradual complication and expansion of the material, both from the side of vocabulary and from the side of grammar. The method of studying adjectives is determined, first of all, by their linguistic features.

It seems that the work organized in the specified sequence on the study of adjectives will greatly contribute to the improvement of the intellectual and cognitive educational activities of primary school students.

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