

Theoretical and Practical Foundations of the Development of Students' Speech Through Lexemes Representing Color in Primary-Grade Mother Tongue Classes

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Annotation: one of the primary tasks of secondary education in this article is the formation of a positive attitude in students to the knowledge of the mother tongue, which is the main indicator of national culture and one of the important factors of personal development, as well as the main language of communication. There is also information about the main task of teaching the mother tongue in primary grades to develop students' speech, to enrich it with units of the language system at all levels, and above all to increase children's vocabulary.

Key words: worldview, communicative competence, linguistic personality, meaningful field

In the leading developed countries of the world, including England, the USA, Finland, Japan, Korea, the leading scientists of the Russian Federation, the theoretical foundations of the development of modern primary education are being improved. In a modern school, students should be trained and educated, develop morally and spiritually, develop linguistic and communicative competences in them, as well as in the process of perceiving, knowing and describing the world, mastering existence based on a linguo-cognitive approach to language and thought relations, and about it. The problems related to the expression of their imaginations by means of certain language capabilities, the manifestation of the unique features of the linguistic landscape of the world in the minds of students who are considered to be linguistic individuals, depending on the mentality and nature of the students, are set as an urgent task. Teaching the mother tongue is one of the main educational subjects for all peoples in the world. One of the primary tasks of secondary education is the main indicator of national culture and one of the important factors of personal development in students, and is to form a positive attitude towards knowing the mother tongue, which is the main language of communication.¹ The main task of teaching the mother tongue in primary grades is to develop students' speech, to enrich it with units of all levels of the language system, and above all to increase children's vocabulary. Linguists and psychologists are studying the holistic model of the world and the linguistic landscape of the world expressed by language units in the minds of children of primary school age in the process of mother tongue education. Ye.S.Kubryakova, V.D.Popova, I.A.Sternin, who are conducting research in this field in foreign linguistics, say that in the process of mastering the mother tongue, a general picture of the world expressed through language units is formed in the minds of students. When expressing the

¹ Кубрякова, Е.С. Роль словообразования в формировании языковой картины мира / Е. С. Кубрякова // Роль человеческого фактора в языке: Язык и картина мира / Б.А. Серебrenников, Е. С. Кубрякова, В.И. Постовалова и др. – М. : Наука, 1988. – С.

2 Ю.Н. Караулов Русский язык и языковая личность. Изд. 3-е, стереотипное / - М. : Едиториал УРСС, 2003. – 264 с.



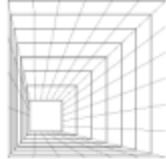
linguistic landscape of the world through its units, students form a linguistic personality. In the process of language learning and communication, a national and individual conditional view of the world is formed in the minds of students. The deeper a child learns his mother tongue, the wider and more colorful the general and linguistic picture of the world will be in his mind. After all, a person gets a view of the world through the knowledge given in his mother tongue. Formation of the linguistic landscape of the world in the process of mother tongue education in students, approaches to the linguistic landscape of the world expressed through language units D. Bruner, P.Ya. Galperin, A.A. Leontiev, J. Piaget, L. Bayramova, O. Bessarab, G.I. Bogin, A.P. Vasilevich, G.I. Vergeles, A.I. Rayev, L.S. It was studied in the works of Vygotsky.²

The term "view of the universe" was created in the framework of physics at the border of the 19th and 20th centuries. Since the 60s of the last century, the problems of the world view in semiotics are primary shaping systems (language) and secondary (myth, religion, folk oral art, poetry, cinema, painting, architecture) began to be studied in connection with the study of systems. And Ye.S. Kubryakova groups it as "...the study of compatibility of language processes, language units, categories and the like with memory, imagination, perception and thinking". According to A.A. Leontiev, there is also a "fifth quasi-dimension". It contains information about existence: "This is a 'meaningful field' system of meanings." Then the world view will be a system of images. In direct connection with the issue, the American psychologist Charles Osgood wrote: "Psycholinguistics studies the process of the speaker's intention being transmitted through signs formed in a certain cultural consciousness and the reception of these signals by the listener. In other words, it works with the processes of providing and receiving information.

The formation of children's knowledge and mastery of the world, the emergence of holistic ideas about the world begins from the moment they are born, and until the child goes to school, the connection with the real world is formed by itself, and he is in constant communication with the people around him. . From the period when the child goes to school for primary education, when his main type of game activity changes to a completely new activity for him, the formation of a picture of the world in the minds of students is a purposeful and cognitive process. systematically conducted under the guidance of the teacher.

From birth, a person begins to perceive the world with color, because the main part of the world is made up of different colors. The colors of the universe are a very important fact for the human mind and imagination. The influence of colors on the human mind and imagination has been studied for thousands of years by experts in various fields. The world cannot be imagined without color, and the world is not made up of the same colors, it is colorful. The natural part of the colors of the world is the colored part of the world. The perception of its colors was manifested in the interests of physicists, psychologists, linguists and pedagogues to study colors and compile the linguistic units representing them in the form of a dictionary. As a result of this, the concept of a colorful world view appeared.

Children come to school knowing the primary colors. According to psychologists, the perception of colors in girls is somewhat more strongly developed than in boys. This is due to play activities, and girls are more interested in the color of things than boys. Nevertheless, most children do not have the ability to distinguish colors. They learn a limited amount of lexemes representing color even after the school period. Experiments show that some people have 4 to 10 color lexemes in their vocabulary. Many languages have dictionaries containing from 100 to 4000 color lexemes. The results of our

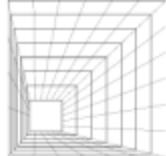


experiments and surveys conducted by us in different cities and districts of Fergana region show that there are no more than 10 lexemes of color in the vocabulary of 4th graders. In grades 1-2, they rarely use primary, first, and second-level colors in Uzbek language in oral and written speech. Despite the strong interest in color among primary school students, school programs and teachers have not implemented systematic work for them to fully master the lexicon expressing color.

Accordingly, the cognitive task of teaching lexemes representing color to elementary school students is considered based on the cognitive approach of forming a linguistic and colorful picture of the world in the minds of students in native language classes. It reveals the cognitive-discursive significance of lexemes representing color in their speech by forming a linguistic-colored picture of the world in the minds of primary school students.

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