



USING THE GRAPHIC ORGANIZER “I KNOW, I WANT TO KNOW, I LEARNED” IN TEACHING THE TOPIC OF ADJECTIVES

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Annotatsiya: Bugungi kunda interfaol metodlar yordamida darsni tashkil qilish o'quvchilarning darsni tez o'zlashtirishiga va bilim salohiyatini rivojlantirishiga ko'maklashmoqda. Sifat mavzusini o'qitishda interfaol metodlardan foydalanish o'quvchilarning nutqni jozibali va to'g'ri tashkil qilishida muhimdir.

Abstract: Today, the organization of lessons with the help of interactive methods helps students to quickly master the lesson and develop their knowledge potential. The use of interactive methods in teaching the topic of adjective is important for students to organize speech attractively and correctly.

Kalit so'zlar: Sifat, interfaol metod, sifat darajalari, sifatning ma'naviy guruhlari, grafik organayzer, “Bilaman, bilishni xohlayman, bilib oldim” garafik organayzeri.

Key words: Adjective, interactive method, levels of adjectives, semantic groups of adjectives, graphic organizer, “I know, I want to know, I learned” graphic organizer.

The Uzbek people have encountered numerous challenges over the centuries, surmounting them through resilience, bravery, and integrity. Following our attainment of independence, advancements in science, economics, and politics have burgeoned rapidly. Our ancestors once envisioned the opportunities now available to today's youth. While these promising days have dawned, it is incumbent upon the youth to seize them. Utilizing interactive methods during lessons facilitates swifter mastery of the subject matter, a pedagogical approach increasingly adopted worldwide. The implementation of science-based methodologies enhances student engagement, even capturing the interest of otherwise disengaged learners.

In our discourse, adjectives serve to describe objects, enhancing the appeal of prose and verse alike. Within literary works, readers admire the author's skill through the juxtaposition of various elements. However, many students struggle with differentiating between adjectives. Unlike verbs, which denote actions and are frequently paired with verb phrases, adjectives signify the attributes of objects and are typically associated with nouns.

An adjective is a gradable word primarily denoting an object and, to some extent, an action: a red pen, a white dove, to speak well. Adjectives often serve as determiners, and in some instances, as cases and participles. For example, “Beautiful dress, beautiful dress, beautiful walk.” In this instance, “beautiful” serves as a determiner in the first sentence, a participle in the second, and a case in the third. Adjectives are categorized into six groups based on their meaning: color, taste, measurement, spatial-temporal, scent, and disposition attributes. Adjectives like “smart,” “polite,” and “beautiful” exemplify these categories.

Furthermore, adjectives are classified into nine groups in some textbooks and manuals: characteristic, positional, formative, color, taste, odor, measurement, positional, and adverbial adjectives. However, only original adjectives are gradable, with four forms of gradation: simple, comparative, superlative, and diminutive degrees. Relative adjectives, on the other hand, cannot be graded, as illustrated in the sentence, "A woman in a headscarf passed by."

Employing the graphic organizer "I know, I want to know, I found out" proves effective in teaching adjective grading. This organizer empowers students to assess their understanding of specific topics, fostering active engagement and comprehension. It consists of three sections: "I know," "I want to know," and "I found out," enabling students to sequentially evaluate their knowledge, receive information on unfamiliar topics, and reinforce their learning through targeted exercises.

Adjectives also vary in terms of degree, being categorized into substantive and relative adjectives. Only original adjectives can be graded, with four forms of gradation: the simple degree, the comparative degree, the accretive degree, and the diminished degree.

For instance, in the sentence "The flowers in the garden of our house are blooming yellow and red, and they are emitting fragrances," the words "yellow," "red," and "fragrant" illustrate a simple level of adjective, indicating the standard of the attribute. Conversely, in the sentence "For my birthday, my mother baked a very sweet four and gave me the biggest piece," the terms "very sweet" and "the biggest" exemplify an increased level of adjective, exceeding the norm. Furthermore, in the sentence "Bahara in our class is smarter and prettier than you," the words "smarter" and "prettier" denote a comparison, serving as examples of comparative adjectives. Similarly, the term "little" in the sentence "My brother is a little shorter than me" showcases the diminutive degree.

Relative adjectives, however, cannot be graded. For instance, in the sentence "A woman in a headscarf passed by," the term "with a headscarf" cannot be classified as "a woman with a headscarf," "a little headscarf," or "a very headscarf," thus qualifying as a relative adjective. Employing the graphic organizer "I know, I want to know, I found out" proves effective in teaching adjective grading. This organizer enables students to evaluate their understanding of specific topics, promoting active engagement and comprehension. The worksheet, divided into three sections—"I know," "I want to know," and "I found out"—facilitates the assessment of students' knowledge, provision of information on unfamiliar topics, and reinforcement of learning through targeted exercises.

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