



PRACTICAL EXERCISES FOR STUDYING THE STRUCTURAL CLASSIFICATION OF WORDS

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***Abstract.** This article discusses the structural types of words, a fundamental concept in the morphology section of linguistics, and the methodology for teaching their spelling. The article provides information on the classification of words into five structural groups: simple, compound, paired, repeated, and abbreviated words. It also details the expressive meanings and spelling conventions for words in each category. The theoretical information presented is substantiated with practical evidence, and samples of practical exercises and assignments for working with words are provided.*

***Keywords:** written speech, vocabulary, speech skills, spelling literacy, lexical richness, grammatical form, grammatical meaning, simple word, root simple word, derived simple word, compound word, paired word, repeated word, abbreviated word.*

The mother tongue is the primary vehicle for reflecting the spiritual wealth, culture, and values of every nation. For this reason, teaching the mother tongue within the education system is of special importance. Through their native language, students not only become literate but also form the skills to think, communicate, and find their place in society. In particular, teaching the structural types of words is of great significance in deepening students' linguistic knowledge. Through this topic, students learn how words are structured, how they are formed, and how they are used in speech. Most importantly, they gain knowledge about the spelling of words and master the rules of correct writing.

In elementary school, students receive their initial introduction to the base (root) of a word, its stem, and to simple, compound, and paired words. They then deepen and expand upon this knowledge in the upper grades. To facilitate this, the teacher conducts work on the morphemic structure of several words, such as *guldun*, *gulchi*, *gulzor*, *gulla*; *tinch*, *tinim*, *tinchlik*, *tiniq*, *yig'im*, *yig'in*, *yig'ma*.

Students refer to the words given above, such as *gul*, *tin*, *yig'* as roots or bases. After that, the teacher guides the students to derive a grammatical rule based on their knowledge acquired from the morphology section. At this stage, students give a simple grammatical definition based on their own understanding. After this definition, the teacher should explain the main rule and make a conclusion. Students are assigned the task of finding examples of words formed from the same root. When explaining the concept of the stem, the teacher provides examples such *vatandoshlar*, *mehnatkashlarga*, *aqli*, *ishladi*, *mehrli*, *ezgulik* and explains that parts like *vatandosh*, *mehnatkash*, *aqli*, *ishla*, *mehrli*, *ezgulik* are stems. That is, the stem is the part of the word that remains after removing lexical (derivational) and syntactic (inflectional) suffixes. As a brief definition, it is explained that the stem is formed by the combination of the base and a derivational suffix. While giving information about the stem, the teacher may teach that stems are formed in different ways using the following examples:

1. One root, one derivational suffix: *vatan* + *dosh*;
2. One root, two derivational suffixes: *to'p* + *la* + *m*;

At the same time, it should also be explained that in some words such as *serquyosh*, *nohaq*, *boobro'*, stems can also be formed as a result of adding prefixes. After providing information about the root and the

stem, information is given about simple, compound, paired, and abbreviated words. Providing full scientific and theoretical information about these words requires great effort from the teacher.

Simple words are explained, with the help of examples, as consisting of one base, and they may or may not contain suffixes. It is also stated that simple words are divided into two types. That is: 1) root simple words – such words consist of one base, and they may contain lexical (derivational) and syntactic (inflectional) suffixes. For example: *ona, onam, bolalar, yuv, yuvin, keltirdi, yaxshi, yaxshiroq* – all of these are root simple words. 2) derived simple words – such words consist of one base, but they обязательно contain a derivational suffix. For example: Masalan: *xalqchil, odobli, yaxshilik* – these are derived simple words.

While simple words consist of one base, compound words are formed by the combination of two or more independent words. For example: *osmono'par, karnaygul, sotib olmoq, bir yoqli, mehnatsevar*. At this point, it is appropriate for the teacher to also give an explanation about the spelling of compound words. This is because many students make mistakes in writing compound words. In our language, compound words can be written both together and separately. These should be explained with examples, and it should be emphasized that compound words related to verbs and numerals are always written separately. For example: *borib kelmoq, kirib chiqmoq, o'n besh, yigirma olti*. Also, it should be explained that compound words such as *Toshtemir, Beshkent, Yangiyer, Xudoyberdi, beshotar* are formed from different parts of speech and, in this respect, differ from paired words. Because the words that make up paired words belong to the same part of speech. For example:

1. Noun + noun: *ota-ona, tovoq-qoshiq*;

2. Adjective + adjective: *past-baland, katta-kichik*;
3. Numeral + numeral: *bir-ikki, olti-yetti*;
4. Adverb + adverb: *sekin-asta*;
5. Verb + verb: *yozi-oldi, kirdi-chiqdi*.

It should also be taught that in paired words, derivational and inflectional suffixes are added to the second component, and if both parts take derivational and inflectional suffixes, they cease to be paired words. It should also be explained that the components of paired words can sometimes be interchanged, such as *qovun-tarvuz – tarvuz - qovun; arpa-bug'doy - bug'doy-arpa, asta-sekin - sekin-asta*. It is also necessary to mention that compound words do not have such a feature. At the same time, it is appropriate to explain with clear examples that a hyphen is placed between the components of paired words, and if such words are connected by particles, the hyphen is placed before the particle. For example: *past-u baland, yaxshi-yu yomon, do'st-u dushman kabi*.

Students often cannot distinguish between paired words and reduplicated words. Therefore, it is necessary to explain these two by comparing them. Reduplicated words are formed by repeating the same base twice, and a hyphen is placed between them. Like paired words, both parts belong to the same part of speech. However, reduplicated words also have different forms. For example:

1. Exact repetition: *etak-etak, baland-baland, ayta-ayta*.
2. One part takes a suffix: *galma-gal, dam-badam, basma-bas*.
3. The second part is phonetically changed: *non-pon, choy-poy*.

Students often confuse the third type of reduplication with paired words. Along with simple, compound, paired, and reduplicated words, abbreviated words should also be thoroughly explained. Such words exist

only in the noun category. They also have their own specific forms. For example: *BMT*, *QDU*, *SamDU*.

Attention should also be paid to the spelling of abbreviations. All types of abbreviations and the suffixes added to them are written together: *SamDU*, *ToshDUning*. However, two abbreviations written side by side are written separately: *O'zXDP MK* (O'zbekiston Xalq demokratik partiyasi markaziy kengashi - Central Council of the People's Democratic Party of Uzbekistan). All of these rules are always necessary in a student's daily life.

In conclusion, teaching the structural types of words is of great importance in developing students' language competence. Through this topic, they acquire not only grammatical knowledge but also skills of correct and cultured speech. Therefore, teaching this topic deeply and effectively is considered one of the important tasks of the educational process.

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