

## USING COMPARISON WITH A FOREIGN LANGUAGE IN TEACHING THE NUMBER CATEGORY OF NOUNS

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### Annotation:

In this article, the importance of using comparison with a foreign language in teaching the number category of nouns is scientifically and theoretically analyzed.

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First of all, let's take a look at whether the use of the suffix -lar in the primary grade mother tongue textbooks is economical. The saving of this suffix in primary and secondary clauses is related to the interpretation of the number category. Who are the words that denote many subjects in one textbook? what are If the answer to the question is said, in the second, the name of the subject is stated, who?, who? Or what?, what? Words that are answers to questions are called nouns. Nouns used in singular (boy) and plural (children) are shown as.

It seems that the quantitative meaning of the noun is interpreted according to the theory of A.Gulomov, as in high-class textbooks, and is given as a rule characteristic of the Russian language. It is clear from the rule itself that such an interpretation does not correspond to the Uzbek language. In one textbook, the authors say that the question word is singular, and in the other, it is plural. From this it is understood that the singular-plural expression should be interpreted differently. In the Uzbek language, the root noun is only singular, and the noun with -s is not plural. Taking this into account, it becomes clear why the root noun is used to express the plural in this rule instead of interrogatives, as well as in other places.

In the proverb, the root noun represents the plural: A well-behaved boy is liked. Since the plural is the same as in all words, the meaning of all polite children is understood and saved.

If the plural is logically clear, an example of the use of the root noun is found in all three textbooks: the vowel sound differs from the consonant sound. It is clear not only to the teacher, but also to the student that one sound is not meant.

If the plural is understood from a tool in the sentence, the root noun is used, saving -s: all sides were covered by leaves. His father gave him a blue and red ball. Plurality is understood from the pronoun in the first example, and from the repetition of the adjective in the second. In the following example, a noun (peace) and a verb (to be) perform this task: pronounce the word peace in syllables.

-s used in one noun also helps to make the second plural: question the highlighted words. Identify the nouns in the interrogative. Identify the possessive nouns. If this characteristic of the root noun is recognized, it became clear that in many places -s are used incorrectly in textbooks: sounds are marked with letters in writing. Write the words into syllables. Copy the words into syllables.

Make adjectives from nouns. In these examples, -s is saved in the second noun, but in the following examples, it is saved in the first: determine singular and plural nouns using questions. Find using questions. In some sentences, -s are used twice: Instead of questions, find and copy adjectives suitable for nouns.

In this example, -s cannot be used at all, because in the exercise, the question word and the noun are not the same as the adjective. Since the plural is clear from the next sentence, -s can be saved once or twice in the following example: What nouns are in words. In the following example, -s is overused three times: Instead of dashes, make sentences by choosing verbs specific to the given nouns.

-s should be saved even when the plural is understood from the noun itself: In the plowed land, worms look good. The land was cleared of harmful insects. In the second sentence, the plural is represented by a suffix (-noun), and in the first, it is expressed by repetition. Taking this into account, it is clear that many people write on the front of the store to save money on food.

When it is desirable to save the suffix -s, it is necessary to use a number instead. In the following example, if two-three or three-four -s are used before the word of the sentence, the task becomes clearer: Make sentences from the words.

When expressed by a determining number and other word denoting quantity, the use of the root noun is saved in all three textbooks: how many sentences, two sentences, three-four sentences, two or several sentence, forty different nations, several syllables, two lines, four to five sentences, many books, four people, ten students, a handful of flowers, handfuls of flowers.

In most cases, this rule is not observed and - is overused: four words, all children), many things, in different languages, thousands of words, many things, some words, various fruits, various butterflies, hundreds of people, over a million pests, to all cities, some words, many wolves.

When expressing words that do not express a determining quantity, it is saved in determining -s: During the break, we open the window of the windows. Since the statement is non-emotional, the following examples do not add -s to the definite article: On the way, they ran out of food. The cotton leaves began to wither. The leaves of the trees turn yellow.

In the following sentences, -s should be saved in the definite, not in the indefinite: Write the names of the months. Write the names of the months by seasons. Say the names of the cities in alphabetical order.

If the description is emotional, it does not save on understanding: the white branches of the trees shine (Guncha). The green leaves of the trees grow in the breeze.

It should be explained separately that the auxiliary -s is not saved in the case of a joint possessive and an auxiliary complement. -s are sometimes saved if the statement is unemotional. A sheep, a lamb grazes in the pasture.

Since it does not correspond to the characteristics of the Uzbek language, it is not correct to use the auxiliary -lar as in the Russian language: In the shelf, there are educational tools: notebooks, books, pens, various pencils. In this sentence -lar is added only to the generalizing word. In the following sentence, the possessive is added at the end of the compound complement: There are stamps about cosmonauts, builders, and sailors. Since the meaning of the statement is insensitive, the following example does not add - to the end of the possessive: Swallows, long-winged birds, and crows began to fly to warm countries.

Since the quantity meaning "all" is characteristic of the root noun, -s is not used in the following compound clause: Sounds and letters. In other titles, it is correct to save the -s. Since the plural is understood from the noun itself, in the following sentence -s is also saved in the first part of the collective possessor. Vegetables and melons were harvested.

-s should be avoided when a quantifier is used before a clause: There are many butterflies and moths flying around the lamp. Many songs and legends have been created about this flower (N. Rahmatov;

When the statement is emotional, sometimes -s is saved and added to the last part of the compound clause:

Nizam says: - Night and day!

The scientist says: - Man, animal, trees. (Q. Muhammadi; )

In this poem, emotion (joy, happiness) is expressed by -s and tone, but in the following example, emphasis is expressed only by means of -s: Winter. It is

snowing. The day is cold. Wide fields are orchards, high mountains are seen wrapped in white sheets.

Now we will consider whether -s are saved in the part. If the possessive is understood as plural, -s are saved in the participle: People who act against this law make a mistake (I. Karimov;) At that moment, three excellent students came from the neighboring school to congratulate us on the New Year. This usage can also be found in the poem: if children are united, that is our happiness (M. Hayitmetov;) However, since the theory is specified, this rule is often not followed even in four textbooks. After all, children. In the verb participle connected with the noun of students, they are used 30-40 times. If you include other nouns, it becomes clear that economy is not observed in hundreds of places in any textbook.

Here are a few examples from each textbook where -s are added to the participle. The following sentences are taken from the 1st grade mother tongue textbook: What other games are the children playing?. In ancient times, people dreamed of flying high in the sky.

Here are some examples from the 2nd grade mother tongue textbook: The workers make the machines in the factory. Children made cereal. Wild pigeons live in the garden. Children give them grain. Therefore, people feed it at home. The brothers were returning home. In this sentence, the possessor is also redundantly added. People have invented a box for holding pencils, pens, and erasers. Students keep a writing instrument in it. The audience applauded them. Karim, Salim, Halim live in Aksoy village.

The following examples are from the 3rd grade mother tongue textbook: People speak. Only humans know how to speak. Students go on a trip. His comrades were upset with him. The peoples of the world say one word with joy. Two friends do their homework carefully on time. Due to the strict adherence to the rules of adaptation, as in high-class textbooks, -s were not spared even in the case of plural possessive nouns: What kind of animals are these? What are these words? What are they saying? Kettle, glassware. Hat, coat, shirt – clothes. After reading these words, you will think that if the big cart moves properly, then the small cart moves accordingly. Otherwise, it was not so difficult to abandon it after noticing that the -s added to the participle are the shadow of the Russian word. A feature of the native language is that -s are saved in the participle when it is in the possessive plural. Our desire is a friend - let it increase (P. Momin;) However, this rule is not followed in many places: There are many cows on the farm, There



are many microbes in unboiled water. How many vowels are there? There are many cherry and plum trees in the garden.

On O'ktam's table there were smooth boards, boards, glue, and threads (H. Nazir,). The poet wrote poems and ghazals (O. Husanov. The teacher compares the form of the noun in the Uzbek, Russian, and English languages.

Readers, ten pencils are *десять карандашей* in Russian and then pensils in English. That is, in Russian and English languages, when a number comes before a noun, a plural suffix is added to the noun. In the Uzbek language, the suffix -s is not added. That is, ten pens are not called. It is a mistake to say so.

Comparing phenomena of the Uzbek language with a foreign language in primary-grade mother tongue classes helps to prevent excessive and inappropriate use of foreign language-influenced words and suffixes in speech. This serves to make our speech correct and beautiful.

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