

## USING A VENN DIAGRAM IN THE STUDY AND TEACHING OF CERTAIN LANGUAGE UNITS

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### ABSTARCT

The article discusses the comparator study of language units, and the similarities and differences of words in the joint.

**KEYWORDS:** a joint word, word phrase, dependent bond, spelling rules, spelling dictionary, symbolic signs, a unifying feature, distinguishing feature.

### INTRODUCTION

In primary education, the student is introduced to basic knowledge and concepts of word combinations and compound word terms, their formation from the interdependence of two or more independent words. First of all, a skilled teacher in conveying theoretical knowledge and concepts should make an impression on the student so that he feels that the combination of any two words is not a phrase or a compound word. True, these two language units have similarities and differences. (1, p. 22). As far as we know, it is important to pay special attention to this aspect in the interpretation of terms and to form in the reader the ability to understand it correctly. If these similarities and differences are correctly explained and taught to the primary school student in the first stage of education, it will be easier to learn and teach the complex aspects of these language units in the later stages.

A phrase is a syntactic unit formed by the interdependence of two or more independent words. A phrase always consists of two parts (the dominant and the subordinate word), which are divided into two different parts of speech in the process of syntactic analysis. (1, p. 23). Such information is a scientific concept that is emphasized in the post-primary process. In our opinion, for primary education it is enough to know that a phrase consists of two independent words, that these words are always written separately, each of which is the answer to a separate question. Of course, it would be appropriate to dwell briefly on the means by which the two words interconnect (adverbs and auxiliaries).

As mentioned above, in primary education, the student is informed that the parts of speech also consist of two or more independent words, and that these words enter into a subordinate relationship. . This is the aspect of the compound word that is similar to the phrase. The difference is that compound parts of speech are written together in some independent word groups, and separately in others. Even in a category itself, there are compound words that can be written both separately and together. Hence, the parts of speech that are written separately are similar in form to the phrase. In doing so, the teacher must pay attention to the correct interpretation of similarities and differences. Let's compare examples:

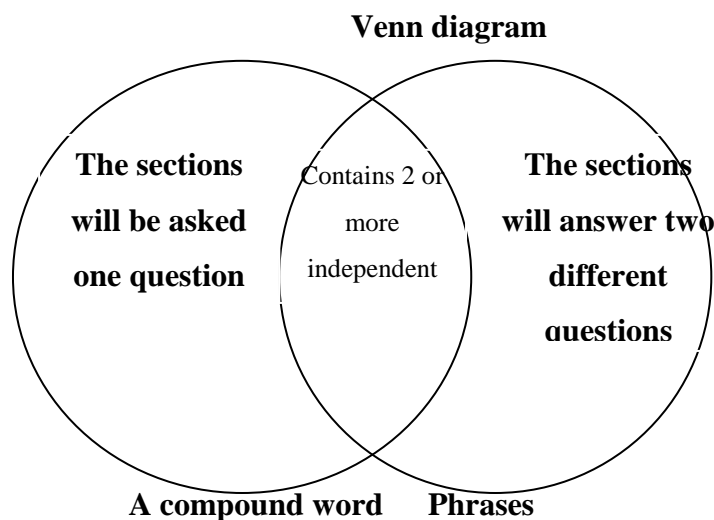
**He laughed** – phrase

**Bought** - compound word

Their similarity is that the parts of the two words being compared are written separately, connected by the -ib form. The difference is that in the first example, two independent words are connected and answer separate questions: laugh - how? Looked - what did he do? Hence, the notion that the two parts of speech are the answer to a separate question has found clear proof. This condition is imprinted in the reader's memory by comparison with the notion that it is not observed in parts of speech.

In the second example, however, it is not possible to question each of the two subordinate clauses alone, what did he do to the two? The question is asked. This comment reinforces the conclusion that it is not possible to question two different parts of a compound word when compared with the definition of the phrase above. Another idea is that in this case, the two words retain their independent meaning. A reader who has not forgotten this conclusion avoids saying examples such as said, spoken, because in such cases only the first word retains its independent meaning. This logic, if we conclude, is a compound word because the two parts of the above purchase example have an independent meaning. This is the first concept and

knowledge, the teacher is constantly searching for the conclusions to remain in the mind of the student for a long time, to be able to choose the right means to explain them, as well as to explain them in as simple and memorable words as possible. , the application is very important. It is appropriate to use the possibilities of the Venn diagram in the process of comparative teaching of language units. Because the most effective way to memorize is to see in the drawing the general and specific aspects of the two language units. Furthermore, not all students have the same ability to memorize theoretical information in the form of text. In any case, imagining a Venn diagram in the form of two circles “animates” theoretical concepts in memory. At the same time, the Venn diagram is a convenient tool for both the learner and the teacher.



The data written in the area where the two circles that make up the Venn diagram meet are the ones that unite, and those written outside are the concepts that are different. If the teacher has a lot of unifying or distinguishing features, it is a practical task for the students to write down the following items in their notebooks, to teach them again and again, to memorize them. There is no doubt that the interpretation of these verses through symbolic symbols will have a positive effect.

### **DIFFERENCES**

- Parts of speech are always separated.
- Can be written by adding parts of a compound word.
- The parts of speech are always questioned separately.
- A single question is given to the parts of the joint word.
- Parts of speech are combined under one accent.
- The parts of speech are emphasized separately.
- The parts of speech are different parts of speech.
- Parts of speech are divided into the same part of speech.

### **SIMILAR ASPECTS**

- Consists of two or more independent words.
- Both in a phrase and in a compound word, an interdependent connection of two or more independent words is observed.
- In linguistics, there are many theoretical sources written about word combinations and compound words. An important requirement of modern education is that the primary education teacher, who has studied the scientific concepts in these theoretical literatures and takes into account the age of the student, explains them in a simplified way.
- We have discussed above the addition or subtraction of parts of speech. However, we did not explain the reason for these two different spellings. For this reason, a teacher who gives scientific insights into a compound word introduces the existence of compound words in all independent word categories, the reasons for their addition or subtraction. In primary education, it is probably less important to know the

components to which category the compound words belong. However, a teacher whose main goal is to increase the level of written literacy should be literate and not deviate from the rules of spelling. In this regard, the 82-point spelling rules should be a reliable base, a weapon in the hands of both the learner and the teacher. Hence, the primary school student is introduced to the clauses on the compound word in the spelling rules. The teacher gives insights into the adoption, necessity and reason, importance of the Spelling Rules approved on August 24, 1995, and the task of ensuring uniformity in writing. In particular, the teacher introduces and explains paragraphs 38-49, which are devoted to the spelling of compound words, and explains that everyone should organize their writing activities on the basis of these rules. From this the reader will only have the knowledge that he will accept these rules as his main guide in writing. The reader learns to consciously react to the mistakes that have been made so far in the press, in popular science literature, in the separation or addition of compound words on the street, not all of which are accepted as correct. . As in any field, he believes that writing has its criteria and rules. It forms 2 different assessments of words written without following the rules: either written without knowing the spelling rules, or ignoring them!

At this point, the compound words that arouse the greatest interest and question in the reader, in our opinion, belong to the category of horses. This is not in vain. Because the reader encounters such words at every step. He is interested in the reason why compound words are added or separated in accordance with the rule. Suppose: The words Kattakurgan or Central Asia. Looking for an answer to the question of why it is written that way, he asks the teacher. In this case, the teacher gives a satisfactory answer by reading paragraph 47 of the spelling rules verbatim: the second part is written with the addition of place names, expressed by a cognate horse or the word obod: Yangiyo 'l, such as Turtkul, Mirzaabad, Khalkabad. But the names of the places where the second part is a famous horse are written separately: Central Asia, Old Urgench, Central Chirchik.

Hence, there is no need to reinterpret the reason for the spelling of the above-mentioned Kattakurgan, Central Asian words.

The contribution from the story is that now the reader learns to consider the place names written incorrectly without following the above approved rule, which everyone should accept in the same way, teaching the correct form to those around him.

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