

## METHODOLOGY OF TEACHING INCONVENIENT VERB FORMS

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**Abstract:** *in this article, in elementary grades, work on participle and participle forms that express the completion or non-completion of an action in the verb group, ideas about the methods of delivering these concepts to elementary school students, and views are expressed. This article is relevant because it reflects practical methods and exercises together with theoretical ideas.*

**Key words:** *action, verb phrase, unit, suffix -ma, program, experience, knowledge, competence, skill.*

### INTRODUCTION

Any verb in the language has participle and participle forms. Represents concepts of affirmation or denial of action. Verbs of the word group that express confirmation of an action are called participle verbs. Verbs of this form do not have an indicator that expresses the meaning of division, i.e. suffix. For example, verbs such as read, write, remember, and run are participle verbs. If we express this form in a sentence, it will be as follows:

Hope will go to the library tomorrow. Boradi-verb is a participle verb, that is, it expresses the completion of an action.

Verbs that express the negation of an action or situation are called verbs of the word group. The participial verb form shown above serves as the basis for forming the non-participial verb form. In linguistics, non-participial verb forms are formed by adding the suffix -ma to the participial verb form. For example, “bordi” is a participle form of the verb, which means that the action is done. “bormadi” and indicates that the action has not been performed.

In addition, the negative predicate “na...na” also serves to form the infinitive form of the verb. However, the national program does not envisage the provision of knowledge, skills and competences about this concept to primary school students.

### LITERATURE ANALYSIS AND METHODS

In linguistics, the verb word group is a more complex and comprehensive word group than other independent word groups. It is distributed step by step in the cross-section of inclined classes.

In the same way, the participle and indeclinable forms of the verb phrase are not explained in depth in the process of teaching the verb phrase to elementary school students. Only in a simplified form is the concept given in the following order:

1. The verb phrase expresses an action;
2. This action is divided into two according to whether it is performed or not;
3. Participial verbs indicating the completion of an action;
4. Verbs indicating that the action is not done without being.

5. Or in a simpler form, if we want to express that an action has not been performed, we add the suffix -ma to the word. For example, if you wrote a letter to your friend, you say "I wrote", and if you didn't write, you say "I didn't write".

Primary school students learn about these forms of the verb phrase in the topic "Laziness-bad vice" in the 6th section of the 3rd grade mother tongue and reading literacy textbook "Profession-honor". they get information. It is desirable to strengthen this knowledge with practical exercises, methods and didactic games. In this process, students will learn about verb phrases:

1. The lexical meaning of the verb phrase;
2. The tense category of the verb word group;
3. Participative and non-participial forms of the verb group.

Using participative and non-participial verbs in the conscious explanation to students of comparison, comparison, and methods will have a positive effect. Because these forms complement each other, and one is created by adding an indicator to the other.

### CONCLUSION

Thus, the process of teaching the participative and non-participial forms of the verb group to primary school students covers the third grade. In this process, the teacher's method of comparison is very effective. Practical exercises and didactic games serve to strengthen students' knowledge, raise their morale, and increase their interest in the learning process.

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