



CONTENT OF INTRODUCING PSYCHEDELIC WORDS IN MOTHER TONGUE CLASSES

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Article history:	Abstract:
Received: 24 th August 2021 Accepted: 20 th September 2021 Published: 30 th October 2021	This article highlights the issues of the possibility of activating concepts and words belonging to images and enriching feelings, broadening the horizons, developing students' speech through educational activities in order to become familiar with words and phrases that reveal the human psyche in literary texts used in the lessons of the native language.
Keywords: Literary Text, Figurative Thinking, Psychedelic Words And Phrases, Psychological Analysis, Speech Effectiveness, Creative Writing, Integration In The Native Language And Literature, Literary Skills.	

INTRODUCTION

In order to increase the reader's vocabulary, it is important to observe and record how the mood of the protagonist or writer is described according to the context of the speech and changes according to the situation. It depends on the skill of the writer to be able to find the words and phrases that can most accurately and vividly express the idea, the subject being described, or the mood. Acquaintance with the use of words enriches students with knowledge about the possibilities of the native language, the rules of use of different methods in the literary language. Understanding the beauty of the mother tongue helps us to know its endless possibilities in expressing every thought, every feeling. Not only does it help to see and understand, but it also helps to actively use the richness of language in one's speech [1].

MAIN BODY

The issues of psychological analysis of a work of art have been elaborated by Methodist scholars such as K. Husanbaeva and K. Yuldashev. From the examples of their analysis, it is clear that the psyche of the protagonists is revealed in two ways:

1. The actions of the protagonists, the events that took place, their thoughts on it.
2. Words and phrases that directly reveal the psyche of the protagonists.

Psychological analysis in literature classes often focuses on the first case. It is almost impossible to analyze the mood of the protagonists through every word of the work. Therefore, in the analysis of the psyche in literature classes, the readers' attention is drawn to the words and phrases that reveal the psyche, which are images of situations that dramatically change the lives of the protagonists and affect their fate.

The peculiarity of mother tongue lessons is that in these lessons there is an opportunity to focus more on the words that reveal the spirit of the literary text. According to K. Yuldashev, "Students should be taught to find out why the protagonists of the work of art think, suffer, rejoice or act in the same way as in the text" [2]. In order to find such reasons, students are introduced to words and phrases that express the spirit of the protagonists, albeit in a narrow range, according to the fact that they are encountered in literary texts in mother tongue lessons. When special attention is paid to expressions that are impressive and emotionally rich, students develop intellectual clarity and accuracy, they use such words creatively in oral and written speech, they achieve the effectiveness of their speech, and such speech will be in harmony with the psyche of the people around them. As explained in the 7th grade textbook "Literature", "Nameless feelings of a man, delicate experiences, mood swings which cannot be seen with the eyes, heard with the ears, touched with the hands, tasted with the tongue and smelled with the nose can only be expressed through words. Fiction differs from other forms of art in the way that both the main tool and the material it uses are WORDS". In native language classes, students not only learn about words that reveal the spirit, but also try to use such words in their essays. But it requires them to understand the state of mind and develop the skills to express it verbally.

A. Ergasheva emphasizes that for developing students' speech it is useful to encourage them to express their thoughts taking into account the general and mental state of the heroes of the work of art in the performance of certain actions in different life situations [3].

In native language classes the choice of methods and techniques that are appropriate to the age characteristics, interests, and life experiences of the students is of particular pedagogical importance in introducing them to the vocabulary that reveals the psyche of the characters found in the literary texts.

It is advisable to present these concepts in a coherent system. Such methodological tasks get more intense class by class, expand students' imagination and awareness of such phenomena, as they naturally awaken the desire to learn the language of the work of art, serves to enhance the artistic taste of students. The following types of assignments can be used for this purpose:

- I. Identifying the statements in the textbook of the native language that reveal the mental state of the protagonist:
 - a) finding synonyms or antonyms of words and expressions in sentences;
 - b) Explaining why the author chose this particular option.
- II. Expanding the sentence with words and phrases that reveal the psychological state.
- III. Finding words and phrases that express the mood of the characters in the textbook or independently read literary books.
- IV. Composing a creative text using the appropriate use of words and phrases that reveal the mood of the heroes.

Here we discuss several examples of such tasks:

It is important to broaden students' imagination before creating a problem in identifying statements that reveal the mood of the protagonist from a literary text in a native language textbook. Only then will the process of learning begin in them. For example, in Grade 6, in Exercise 208, students are given the task of reading a text and finding, copying, and interpreting case verbs [4]:

Qobil bobo yalang bosh, yalang oyoq, yaktakchan og'il eshigi yonida turib dag'-dag' titraydi, tizzalari bukilib-bukilib ketadi, ko'zlari jovdiraydi, hammaga qaraydi, ammo hech kimni ko'rmaydi. Xotinlar o'g'rini qarg'aydi, it huradi, tovuqlar qaqag'laydi. Kimdir shunday kichkina teshikdan ho'kiz sig'ishiga aql ishonmasligi to'g'risida kishilarga gap ma'qullaydi. (Abdulla Qahhor)

TRANSLATION:

Grandfather Kobil stands bare-headed, bare-footed, standing by the door of a lonely boy, his knees trembling, his knees bent, his eyes wide, he looks at everyone, but he sees no one. The women curse the thief, the dog barks, and the chickens crow. It is said that a person cannot believe that a bull can fit in such a small hole. (Abdulla Kahhor)

With the help of the teacher, students find and explain words and phrases related to the general situation, the specific situation, and the mood.

In Grade 7, students can interpret the following sentence from a fictional text: "O'g'ilchasini yetaklab olma, apelsin to'ldirilgan sumkani ko'targanicha javdirab kirib keladi-da, xotining oyoq tomonida o'tirib unga termiladi."

TRANSLATION:

"Carrying a bag full of apples and oranges, he comes in the room desperately with his son and sits at his wife's feet to give her a stare." The word "**javdirab' (desperately)**" reflects the mental state of the sick woman's husband, and the protagonist's search for salvation and supplication inspires the reader to think and reason.

In the exercise of expanding a given sentence with words and phrases that reveal the psyche, the task of enriching a simple sentence with words that reveal the human psyche and making it artistic can be given. In this case, too, the student tries to explain and verify the word of his choice. It is possible to give students an idea of the importance of using adjectives, adjective clauses, adverbs and phrases in expressing the state and psyche of people, and thus to develop certain skills in them. For example, to edit the statement that *Sodiq entered the house*, students may use the following words and phrases to describe the mood: ("*zo'rg'a*", "*tarvuzi qo'ltig'idan tushib*", "*hayron bo'lib*", "*og'zi qulog'ida*", "*boshini quyi solib*", "*istar-istamas*", "*xayolchan*", "*shoshilib*", "*bir nimasini yo'qotgan odamday*") "**barely**", "**chapfallen**", "**surprised**", "**as happy as a clam**", "**head down**", "**reluctantly**", "**dreamy**", "**in a hurry**", "**like a person who has lost something**", etc.

This means that when a story is edited by these means, it not only enriches its content, but also makes the information conveyed to the listener clearer.

Finding words and phrases in a literature textbook or independently read works of art that express the mood of the protagonists is something that can be done at home. They search for meaning independently, and directly determine for themselves which word group the words belong to. The teacher can give instructions to students on which writers interpret these tools more broadly. It is well known that as a result of students' inability to understand the vocabulary of the description of the inner spiritual world of a man and the words and phrases that are important in the literary text, they have difficulty in understanding the work artistically. By using such tools in mother tongue lessons, demonstration of how the artistic value is expressed in the play, and on this basis development of students' oral and written speech can be obtained. As a result, a foundation is laid for two-way integration in native language and literature classes.

Exercises that concentrate creating literary texts with appropriate use of words and phrases that reveal the mood of the protagonists are one of the activities that take place after the students have developed certain skills about the words that reveal the human psyche. It tests their ability to compose accurate, logical, and effective text. The student acquires the ability to exert artistic influence on the interlocutor through creating literary texts and begins to study the linguistic features of the literary text for this purpose. The artistic effect is based on the following:

- a) creating a state of mind in the interlocutor (to arouse emotion, to make him laugh, to make him happy, etc.);
- b) using effective means to motivate an action (quoting proverbs and sayings, wise sayings, figurative expressions, etc.).

The study of words that reveal psychological states in a literary text should be one of the main goals of teaching the mother tongue on the basis of integration with the subject of literature. The student should not only be familiar with such methods of influence, but also be able to use them himself. Literary texts definitely have a wide impact on the spiritual world of man, embodies the linguistic phenomena that form them, and the constant acquaintance with them is of great educational and pedagogical importance. Moreover, literary work introduces the reader to the world of the human psyche, introducing him to the art of conveying that psyche to others through words and grammatical means. It is in this process that one can learn to think, feel and create independently.

CONCLUSION

Words and phrases describing the spiritual world of a person delight the reader with the spiritual world of the protagonists, the nature of their feelings, the way they think, and arouse interest. Not only it helps to understand others, but encourages to put an effort on self-understanding, self-awareness, and self-examination, which is the most difficult issue. At the same time, it provides an opportunity to discover students' literary skills in a timely manner, and to show them the right ways to further develop and improve them.

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