

WORKING ON PERSIAN WORDS IN PRIMARY EDUCATION

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Abstract: This article discusses the content of words borrowed from the Persian-Tajik language, their use in their own and figurative meanings, and the meanings used in the text, given in Chapter 1 of the fourth-grade textbook "Reading Literacy" .

Keywords: own layer, borrowed word, borrowed word , linguistic richness, primary meaning, secondary meaning, rhetorical alertness, historical truth, rhetorical perfection.

Annotation: v dannoy state na osnoe privedeno sodержanie slov, zaimstvovannyx iz persidsko-tadjikskogo zyzyka, privedennyx v glave 1 uchebnika "Gramotnost chteniya" dlya chetvertogo klasa, ix pryamoe i perenosnoe upotreblenie, a takje znachenie, ispolzuemoe v tekste mysli. The basics are interesting.

Key words: sobstvennyy sloj, zaimstvovannoe slovo, proizvodnoe slovo, zyzykovoe fortune, pervichnoe znachenie, perenosnoe znachenie, rechevaya chuvstvitelnost, istoricheskaya pravda, rechevoe sovershenstvo.

Abstract: this article presents the content of words borrowed from the Persian-Tajik language, given in Chapter 1 of the textbook "Reading Literacy" for the fourth grade, their direct and figurative use, as well as the meaning used in the text of thought. Basis of complaints.

Keywords: own layer, borrowed word, derivative word, linguistic richness, primary meaning, figurative meaning, speech sensitivity, historical truth, speech perfection.

Today, in order to understand our identity, the need to study our rich history and culture, the unforgettable heritage of our ancestors, to know their religious and secular thinking is increasing, and it is natural that this need can only be met through a deep and scientific study and comprehensive research of our artistic and scientific works. Our government has created many conditions for us to study and analyze the literary monuments of the past. Revealing the rich potential of the Uzbek language is one of the important tasks of the present day. For a very long time in the history of Uzbek linguistics, thoughts have been held about words and their meanings, the history of their origin. The current "Explanatory Dictionary of the Uzbek Language" includes 80 thousand words, in which the meanings of words are explained in detail, and many borrowed words have also been included in the dictionary. The research conducted by enthusiasts of our language on the study and research of loanwords is certainly commendable.

Since the universe is constantly undergoing progressive changes, language, which is its reflection, is also changing. Since language is a social phenomenon, of course, all changes in

society are reflected in it. The friendly relations between peoples that are taking place in our lives today have a significant impact on the expansion of language material. This is evidenced by the increasing layer of borrowed words in our language.

The current lexicon of the Uzbek language can be divided into two layers from a historical perspective :

1. Own layer. 2. Absorbed layer.

Own layer. The own layer includes general Turkic words and Uzbek words. Pan-Turkic words are words that are common to all Turkic peoples. These words are words that arose as a result of the merger and separation of Turkic tribes, and are now words belonging to the language of the peoples known as Turkic peoples. Pan-Turkic words make up the main part, almost half, of the current Uzbek lexicon. In the conditions of the Uzbek language, words created on the basis of the Uzbek language and other language elements are called Uzbek words. Uzbek words are created on the basis of the internal capabilities of the Uzbek language, on the basis of its own laws.

The borrowed layer. For historical reasons, many words from other languages have entered the vocabulary of the current Uzbek language. Words that have entered the Uzbek language from other languages are called borrowed words (borrowed words). Borrowed words include words from Uyghur, Tajik, Arabic, Russian, German, French, Spanish, English and other languages. [4].

, it has been a well-known fact that no nation in the world can develop culturally without having any contact with neighboring and fraternal peoples. Every nation can and should learn from others [1, 3].

In this article, we considered it necessary to provide a layer of words borrowed from the Persian-Tajik language in the first part of the new fourth- grade textbook “Reading Literacy”[6] and to distribute them by topic. Part 1 of this textbook covers fifteen topics and a total of 144 Persian borrowed words are given. The first topic is called “Your Homeland is the Only One!” and this topic contains 23 words borrowed from the Persian-Tajik language. The text of the topic includes words borrowed from the Persian-Tajik language such as havo, non, mehr, do'st, tolazor, gyyoh.

Mehr – Persian. 1) love, affection, love; 2) friendship, kindness, mercy, compassion; 3) mercy, compassion, gentleness [the meanings of all the explained words are explained based on the information in the 5th literature].

This text uses the third meaning of the word love.

Friend – Persian. 1) friend, comrade; 2) lover. The first meaning of the word friend used in the following sentence is explained. “Love of the homeland is combined with love for parents, brothers, sisters, and friends.”

Tree – Persian. In the text, the word tree appears in its own meaning in the following sentence: “At the time these trees dried up, there was a drought in the American continent, and the trees of this type there also dried up.”

Air I. – Arabic-Persian. air, air II. – Arabic-Persian. pride, honor, pride, or, air III. – Arabic-Persian. melody, tune, melody. The first meaning of the word air is used in the text: “As dear and sacred as air, sun, water, bread, parents are to a person, so is the homeland.”

Bread – Persian. 1) bread. 2) food and drink in general, something necessary for living, subsistence. The first meaning of the word bread is used in the following sentence: “As dear and sacred as air, sun, water, bread, and parents are to a person, so is the homeland.”

Garden – Persian. garden , garden. “Over the years, the garden turned into a forest.” The word garden is used in the text in the sense of garden, that is, orchard. The word garden is defined as follows in the explanatory dictionary of the Uzbek language.

Garden.I. [f. orchard, meadow, bo'ston]. An area of land occupied by fruit trees, vines, and flowers; orchard. Apple orchard.

Tie II. 1. A thing that serves to bind and its place of attachment, a knot; a tie.

2. Hay, alfalfa, straw, greens, etc., gathered, bundled, and tied at the waist. A bag of wheat [5, 350].

Herb – Persian. 1) plant, vegetation; 2) grass, greenery, grass, meadow; 3) narcotic substance. The first meaning of the word herb is used in the text. “Love for the homeland begins with love for this soil, for the fields of the native village, for the hills that turn into tulip fields in the spring, for the blue mountains that rise in the distance, and even for the steppes and deserts where no vegetation grows except for yantog and saxaul.”

Tulip field – Persian. A tulip field is a meadow full of tulips, a place where tulips bloom. The word tulip field used in the text expresses its meaning above. “Love for the homeland begins with love for this soil, for the fields of the native village, for the hills that turn into tulip fields in the spring, for the blue mountains that rise in the distance, and even for the steppes and deserts where no vegetation grows except for yantog and saxaul.”

Incomparable – Persian-Arabic. 1. Unparalleled, unparalleled, incomparable, unique. 2. Extremely, infinitely, boundless. This word is used in the following sentence in the text, meaning “extremely boundless, boundless.” “In its glory, it is priceless and incomparable.”

In this case, the word beqiyos is considered a made-up word, made in the case of be+qiyos [Persian-Arabic], and be- is considered a Persian word-former.

In conclusion, we can say that the new edition of the 4th grade textbook contains a large number of borrowed words. Providing the young generation, who are the owners of our future, with basic knowledge of linguistics, such as the structure of our native language, from which languages some of its words were borrowed, and what suffixes are used to form words, will help to educate the younger generation in the spirit of interest in their native language. This will also significantly increase the vocabulary of primary school students.

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