

Chet tillar ta'sirida o'zgarib borayotgan jon dilim, ona tilim

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Annotatsiya: Ushbu maqolada Ona tilimizga qay darajada e'tibor berilmoqda va muammolarni hal etish uchun nimalar qilishimiz lozim bu haqida so'z boradi. Ona tili mashg'ulotlari orqali o'quvchilarni qo'shimchalar turlari bilan tanishtirish va ulardan foydalanish malakalarini shakllantirish muhim masalalardan biri hisoblanadi. Umuman, boshlang'ich sinflarda o'quvchilar so'zning yangi so'z hosil qilishga yordam beradigan qismini, bir so'z boshqa so'zdan o'zaro ma'no jihatdan bog'lanishi asosida yasalishini tushuna boshlaydilar.

Kalit so'zlar: Muhammad Yusuf, Dimitrievich Skobelev, O'zbekiston Respublikasining Konstitutsiyasi.

My soul, my mother tongue, which is changing under the influence of foreign languages

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Abstract: This article talks about how much attention is paid to our mother tongue and what we need to do to solve the problems. It is one of the important issues to familiarize students with the types of additions and to form the skills to use them through native language classes. In general, in elementary grades, students begin to understand the part of a word that helps to form a new word, which is formed based on the semantic connection of one word to another.

Keywords: Muhammad Yusuf, Dimitrievich Skobelev, Constitution of the Republic of Uzbekistan.

Assalomu alaykum! Mening ona xalqim, ona zaminim. Men yana shu kalomni ancha vaqtdan so'ng eshitar ekanmanmi?! degan o'y-xayol bilan boshlamoqdaman, so'zimni. Vaqtlar o'tib biz (privet-salom), (good morning-hayirli kun)kabi chet el so'zlarini eshitishga o'rganib qolamiz. Shu yo'sinda ketsak ona tilimizga nima bo'ladi? Bu savolga o'zim ham aniq javob ayta olmayman. Sizlarga rus sarkardalaridan bo'lgan, Dimitrievich Skobelov tomonidan aytilgan so'zni yana bir

bor eslatib o'tmoqchiman. "Millatni yo'q qilish uchun uni qirish shart emas, uning madaniyatini, san'atini, tilini yo'q qilsang bas tez orada o'zi tanazzulga yuz tutadi."

Darhaqiqat, madaniyatimizni ham ohirgi paytlarda bayram tadbirlarida ko'rmoqdamiz. Jonajon ko'chalarimizda Yevropa madaniyati allaqachon o'rnashib olgan. Ko'chalardagi afishalarda ham inglizcha, ruscha so'zlar, misol uchun: Cafe, Book, Hotdog va boshqalar. Aslida shu jumlar o'rniga choyxona, kitob kabi so'zlar bo'lishi joiz emasmi. Ona tilimizni yo'qolishiga o'zimiz ham sababchi bo'lib qolmoqdamiz. Ona tilimiz faqat televideniya, jurnallar, gazeta va kitoblar uchungina zarur bo'lib qolayotgani achinarli hol. Nima uchun biz o'zga millat tilini o'rganamizu ular bizni tilni o'rganmaydi? javob shundaki biz tilimizni targ'ib qilmay qo'ydik. Bir eslaylik bizdan buyuk allomalar yetishib chiqqan bular: Z.M.Bobur, Alisher Navoiy, Lutfiy, Nodira, Zulfiya, Hamid Olimjon, Oybek, Abdulla Qodiriy, O'tkir Hoshimov va ko'plab allomalar. Fransiya davlatida fransuz tilida gapirmasangiz ular sizga javob bergisi ham kelmas ekan, sababini bilishga qiziqdim, sababi ular fransuz tilini yo'qolib ketmasligi uchun ana shunday yo'l tutishar ekan. Germaniya nemis tilini targ'ib qilishni hech qachon to'xtatmaydi, ular tilini, uruflarini qadirlaydive e'zozlaydi. Hatto bir vaqtlar nemis tili dunyo tili bo'lishiga bir foiz kam ovoz bilan qolib ketgan ekan. Ulug' davlatlar tilini yo'qotmaslik uchun nimalar qilmoqda, bizchi?. Biz chet el kinolarini tarjima qilmaylik, aksincha ular bizning milliy kinolarimizni tarjima qilishsin tilimizni o'rganishsin. "Til qilichdan o'tkir" degan maqol bor. Ona tilimizni qonunimizning to'rtinchi moddasida ham takidlab o'tilgan.

4-modda. O'zbekiston Respublikasining davlat tili o'zbek tilidir. O'zbekiston Respublikasi o'z hududida istiqomat qiluvchi barcha millat va elatlarning tillari, urf-odatlari va an'alarini hurmat qilishini ta'minlaydi, ularning rivojlanishi uchun sharoit yaratadi. Men bu qisqa maqolam orqali nima demoqchiman. chet tillari ta'sirida yo'qolib borayotgan ona tilimizni birgalikda asrab qolaylik. Biz ilk ona allasini o'zbek tilida eshitmadikmi, ilk ona degan so'z tilimizdan o'zbek tilida chiqmadimi. Madaniyatimiz, san'atimiz, tilimizni unutishga haqqimiz yo'q! Ilk ertaklarni kelajak avlod ham ona tilimizda eshitishini xohlayman. Bu bilan men chet tilini o'rganmanglar demoqchi emasman, shu chet tillarini o'rganish davomida o'z tilimizni ham mukammal o'rganib boraylik. Bizning oltinga teng xazinalarimiz, o'qilmagan asarlarimiz, qancha. "Til millat ko'zgusi" degan maqolni unutib qo'ymaylik!!!

Hozirgi kunda umumiy tilshunoslikda qator yutuqlar qo'lga kiritilmoqda. O'zbek tishunosligi o'zining keyingi davr rivojida ham nazariy, ham amaliy jihatdan javob berishga intilmoqda.

2020-yilning 30-oktabrida Prezidentimiz Sh.M.Mirziyoyev raisligida mamlakatimizda ta'lim tizimini takomillashtirish, ilm-fan sohasi rivojini jadallashtirish masalalari muhokamasi bo'yicha videoselektor yig'ilishi bo'lib o'tdi.

Videselektor yig'ilishida ta'lim sohasidagi muammolar, ularni hal etib, ta'lim sifatini oshirishga oid vazifalar muhokama qilindi. "Maktabda o'qitish metodikasi o'zgarmasa, ta'lim sifati ham, muhit ham o'zgarmaydi"-dedi Prezidentimiz Shavkat Mirziyoyev [1].

Ma'lumki, milliy mustqilligimiz uchun kurash ona tilimizga davlat tili maqomi berilishi bilan boshlandi. Bu borada birinchi Prezidentimiz Islom Karimov tilning jamiyat taraqqiyotidagi o'rni, komil inson tarbiyasidagi ahamiyatiga alohida e'tibor qaratib shunday deydi: "Jamiki ezgu fazilatlar inson qalbiga, avvalo, ona allasi, ona tilining betakror jozibasi bilan singadi. Ona tili - bu millatning ruhidir. Ona tilini yo'qotgan har qanday millat o'zligidan judo bo'lishi muqarrar" [2].

Hozirgi o'zbek tilining sintaktik qurilishini o'rganish, sintaktik qurilishda ishtirok etuvchi sintaktik figuralarni tadqiq qilish tilshunos olimlarning doimiy e'tiborida bo'lib kelgan. Tilshunoslikda gap va uning mohiyati masalalari ilk bor A.G'ulomovning "Sodda gap" (1955) asarida batafsil yoritilgan edi. Shundan so'ng tilshunoslikda so'z birikmasi, gapning ifoda maqsadiga ko'ra turlari, gap bo'laklari, gap bo'laklarining ishtirokiga ko'ra gap turlari, sodda gaplarda so'z tartibi, inversiya kabi hodisalar o'rganildi [3].

O'zbek tilshunosligining boshqa sohalarida bo'lgani kabi alohida soha hisoblanadigan so'z tarkibi (morfemika) sohasida ham ko'pgina ilmiy-tadqiqot ishlari, monografiyalar yaratildi va yaratilmoqda.

So'zning leksik ma'nosini aniqlash maqsadida uni morfemalarga ajratish til haqidagi fanda o'zining nazariy asosiga ega. Morfema - so'zning eng kichik, bo'linmaydigan ma'noli qismi hisoblanadi va ikki turga bo'linadi:

1. O'zak morfema - so'zda albatta qatnashadigan va leksik ma'no anglatadigan morfema.

2. Affiksial morfema - mustaqil holda leksik ma'no anglatmay, so'zning leksik va Grammatik ma'nolari shakllanishi uchun xizmat qiladigan morfema. Masalan, *ishchilar*, *ishla* so'zlaridagi *ish* - o'zak morfema, *-chi*, *-lar*, *-la* affiksial morfema hisoblanadi.

Qo'shimchalar vazifasiga va so'zga qo'shib anglatadigan ma'nosiga ko'ra ikki turga bo'linadi:

a) So'z yasovchi qo'shimchalar - asosga qo'shib, yangi ma'no hosil qiluvchi qo'shimchalardir. Masalan, *terim* so'zi *ter* so'ziga *-im* so'z morfemasini qo'shish orqali hosil qilingan.

b) Shakl yasovchi qo'shimchalar - asosga qo'shib, uning ma'nosiga qo'shimcha ma'no yuklash yoki o'zi qo'shilayotgan so'zni boshqa so'zga bog'lash vazifasini bajaruvchi qo'shimchalardir. Masalan, *yaxshigina*, *Umidaxon*, *singlimga* va *h. k.*

Shakl yasovchi qo'shimchalar vazifasiga ko'ra ikki guruhga bo'linadi:

1) *Lug'aviy shakl yasovchi qo'shimchalar* asosga qo'shilib, unga ko'plik, kichraytirish, erkalash, chegaralash, kamlik, oshirish, kuchaytirish, gumon, taxmin kabi ma'nolarni ifodalaydigan qo'shimchalardir: *mushukcha*, *qalamlar*, *kamgina*, *onajon*, *turtkila*, *chayqa*.

2) *Sintaktik shakl yasovchi qo'shimchalar* so'zlarni bir - biriga bog'laydigan qo'shimchalardir. Bularga kelishik (*daftarga yozdi*, *yong'oqni chaqdi*), egalik (*mening akam*, *xonamiz eshigi*), shaxs-son (*men ketdim*, *sen ketding*, *biz ketdik*) qo'shimchalar kiradi.

O'zbek tilida qo'shimchalarning asosga qo'shilish tartibi quyidagicha: asos + so'z yasovchi qo'shimcha + lug'aviy shakl yasovchi qo'shimcha + sintaktik shakl yasovchi qo'shimcha: *gul+chi+lar+dan* [4].

Boshlang'ich sinflar ona tili dasturiga muvofiq so'zning morfemik tarkibi 3-sinfda o'rganiladi. 4-sinfda so'z turkumlarini o'rganish bilan bog'liq holda so'zning tarkibi haqidagi bilimlarni takomillashtirish ko'zda tutiladi.

Til materialini o'rganish tizimi deganda aniq, ilmiy asoslangan izchillikdagi va o'zaro bog'lanishdagi bilimlarni o'zlashtirishni ta'minlaydigan maqsadga qaratilgan jarayon, shuningdek, shu asosda amaliy ko'nikmalarni shakllantirish tushuniladi. So'zning tarkibi va yasalishini o'rganishda to'rt bosqich ajratiladi:

- Birinchi bosqich - so'z yasalishini o'rganishga tayyorgarlik bosqichi.
- Ikkinchi bosqich - bir xil o'zakli so'zlarning xususiyatlari va barcha morfemalarning mohiyati bilan tanishtirish.
- Uchinchi bosqich - o'zak, so'z yasovchi va shakl yasovchi qo'shimchalarning xususiyatlari va tildagi ahamiyatini o'rganish metodikasi.
- To'rtinchi bosqich - so'z turkumlarini o'rganish bilan bog'liq holda so'zning tarkibi ustida ishlash (3-4 sinflar). So'zning morfemik tarkibini o'rganish sistemasida bu bosqichning maqsadi so'z yasovchi qo'shimchaning so'z yasashdagi ahamiyati va shakl yasovchi qo'shimchaning so'z shaklini o'zgartirishdagi ahamiyati haqidagi bilimni chuqurlashtirish; o'quvchilarni ot, sifat, fe'llarning yasalish xususiyatlarini tushunishga tayyorlash hisoblanadi [5].

3-sinf Ona tili darsligida *So'z tarkibi* bo'limi o'z ichiga uchta mavzuni qamrab olgan, ya'ni bular:

- Asos va asosdosh so'zlar;
- so'z yasovchi qo'shimchalar;
- so'zlarni o'zaro bog'lovchi qo'shimchalar.

4-sinfda so'z turkumlarini o'rganish jarayonida o'qituvchi o'quvchilarga so'z yasalishi asoslarini, so'z yasovchi qo'shimcha yordamida bir so'z turkumdan boshqasini yoki shu so'z turkumining o'zini yasash mumkinligini tushuntiradi. Masalan, ot ko'proq boshqa bir otdan (*gulchi*, *suvchi*, *suhbatdosh*, *partadosh*, *gazetxon*, *etikdo'z*); sifat ko'proq otdan (*tuzli*, *tuzsiz*; *yozi*, *qishki*, *badavlat*,

aybdor), shuningdek fe'ldan (maqtanchoq, sezgir); fe'llar otdan (ishla, gulla, qoray).

O'quvchilarni so'z yasash xususiyatlarini tushunishga tayyorlash uchun o'qituvchi ularga biror bir yangi so'z qaysi so'zdan va qaysi morfema yordamida yasalganini aniqlashga doir topshiriq beradi. Masalan, o'qituvchi *sport* otini aytadi va sport bilan shug'ullanadigan kishini bildiradigan o'zakdosh ot tanlashni topshiradi (*sportchi*). Bunda o'qituvchi o'quvchilar e'tiborini hosil bo'lgan so'z qaysi morfema yordamida, qaysi so'z turkumi ekanligiga qaratadi.

Bunday mashq turlaridan na'munalar:

1. 3-sinf ona tili darsligining 159-mashqida. O'qing. Asosdosh so'zlarni toping. Ularni guruhlab yozing. [6]. O'tlamoq, qadrdon, o'tloq, kuchli, fikrli, qadrli, mevazor, fikrla, qadrsiz, hunarli, kuchay, fikrdosh, mevali, kuchsiz, mevasiz. O'qituvchi rahbarligida bir o'zakdosh so'zdan boshqasi qanday morfema yordamida yasalgani aniqlanadi.

2. So'z yasashga doir vazifalar:

- *Oq, ish* so'zlaridan *-la, -chi* qo'shimchalari yordamida yangi so'zlar hosil qiling. Berilgan va siz yasagan so'z qaysi so'z turkumiga kirishini ayting.

- *Ish, tuz, paxta* otlaridan o'zakdosh otlar yasang.

3. Rasm asosida Vatanimiz poytaxti Toshkent shahridagi o'zgarishlar haqida har xil so'z turkumiga kiradigan o'zakdosh so'zlardan qatnashtirib gap tuzing [7].

Bu vazifalar o'quvchilardan so'z yasash xususiyatlariga, so'zlarning morfemik tarkibiga e'tibor berishini va so'zning morfemik tarkibi shu so'zning biror so'z turkumiga oid ekanligini aniqlashga qaratilgan.

O'qituvchi o'quvchilarning biror morfemani qay darajada o'zlashtirganini ularning o'zak, so'z yasovchi va shakl yasovchi qo'shimchadan tuzilgan so'zlarni mustaqil tanlay olishiga, gapda so'zlarni to'g'ri ishlata olish ko'nikmasiga qarab aniqlaydi.

Xulosa qilib aytganda, boshlang'ich sinf ona tili dasturiga muvofiq so'z tarkibi va yasalishi mavzusi 3-sinfda o'rganiladi. 4-sinfda esa so'z turkumlarini o'rganish bilan bog'liq holda so'z tarkibi haqidagi bilimlarni mustahkamlash va takomillashtirish ko'zda tutiladi. Boshlang'ich sinflarda so'zning morfemik tarkibi va so'z yasalishini o'rgatish o'quvchilarning har bir so'zga ongli munosabatda bo'lishlarini ta'minlaydi, so'z tarkibi va uning yasalishi haqida dastlabki tushunchalarni shakllantiradi.

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