TEACHING THE SCIENCE OF MOTHER LANGUAGE IN RELATION TO EXACT SCIENCES

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ABSTRACT: This article explained the issue of interdiciplinary integration, which is becoming popular in modern education. The article analyzed the advantages of teaching mother tongue in connection with exact sciences.

Key words: mother language, exact sciences, integrated teaching, updated textbooks, quantity and number, graphic organizers, mathematics, geometry.

Introduction

Teaching native language science in connection with mathematics creates an interesting and effective lesson. One of the interesting subjects, Mathematics, enriches the student's logical thinking, thoughtful imagination and new concepts. Teaching it in connection with the subject of the native language gives the opportunity to equally involve all students in the educational process.

First of all, by the connection of the native language and mathematics, the direct number of word categories is understood in our minds. Indeed, "number" is the object of study of both disciplines. In mathematics “ "numbers" form the basis of science, while in mother tongue science, numbers are also widely studied as a separate category. The subject of the mother tongue studies extensively the structural aspect of the number, the types of meaning, the way it is made, its place in the sentence. In addition the study of Count words (numeratives)with numbers also falls within the scope of the word category “son”.

DISCUSSION AND RESULTS

Historically, the fact that numbers and verbs in Uzbek belong to the pure Turkic layer is an important and interesting information for readers. For several centuries, these words have been living without losing their lexical value, significance (only having undergone some phonetic changes). While the lexical semen of numbers remains the same, introducing them to existing changes in the order of counting serves to increase their interest in the etymology of words in them. That is, memorabilia has a number-specific property, which applies to two-digit numbers with a unit higher than ten. In this case, the unit is said before, followed by the non-decimal of the same number: baş twenty (fifteen), alti twenty (16), one ötuz (21), three ötuz (23). When the decimal is said before it is followed by “artuqi” before the unit. For example, like ötuz artiqi tört yaşima (when I was thirty-four years old).

Each word category has its place and importance in the morphology of the Uzbek language and its development, development. Also, the importance of the number Word category, like that of others, is important for our linguistics. We know that the number category indicates the number, amount, amount, sum of a person or thing. In the history of Turkic languages, the origin of the number began with the person himself. Or rather, a person made a name for the numbers by counting his fingers. Note that the origin of numbers up to ten, their fundamental, lexical meanings are associated with the name, position or position of a person's fingers. For example, a number of thumbs (başmaldaq in vernacular)binds qa. The two are later (the first finger after the thumb), so named because the kite is located at the tip of the hand, etc. If the naming of numbers up to ten is etymologically researched, this idea finds its proof. This process is due to the fact that the origin of the numerical word category in Turkic languages, the main thing is that the historical roots of Turkic languages are rooted in the early people of the human society, at the moment of the initial appearance of the language. Hence, our words in the number category are a legacy left to us from the very beginning of society, that is, when a person began

to learn to count. By the time of the old Turkic language, however, the numerical series had improved and become a single-ended system. According to him, in the ancient Turks there was no number “zero”, since “Zero” is an absent number. The count began at once. At the time of the birth of a person, one age was counted, since the period in the mother's womb was calculated by adding. A year later, a person turned two years old, and at the same date went to join the age young. In some ways, the condition still survives today, due to the fact that when a person died, “How was the age of the deceased?", when asked” mother is so old with her belly", she is answered.

In old Turkic and old Uzbek, there was also a type of meaning of numbers called “irregular numbers”. Such numbers represented an approximate as well as an uncertain quantity and stood close to the numerical numbers in content. Irregular numbers are represented in old Uzbek, mainly by the words kop, az. Also expressed in old Uzbek is the Persian word bisyar (plural) in the sense of an indefinite number: Pari paykar dağı bisyar dandur. Sources from the 13th to 14th centuries also used the words telim (plural), ökush (plural), characteristic of the language of ancient Turkic monuments in the sense of an uncertain number: Telim kıshılar öldi, talim qan töküldı. In modern Uzbek literary language, these words are not considered to belong to the numeral category, but to the word category ravish (level-quantity).

Conclusion

Turkic languages, in particular Uzbek, have long and many millennials in their history. How many shells our tongue, which at first glance seemed simple, passed and polished to look like today. In particular, the numerical word category, which is considered part of the morphology of our language, is no exception. As we study the use of numbers in the history of the language, we become aware of both the morphology of that time and the grammar of the period, the emergence of numbers among Turkic peoples. In addition, today we come across similar and different forms of counting words that have taken over from our lexicon as an archaic word or are not at all familiar to us, which are used during the stages of our language development. In modern Uzbek, we will learn about the use of some of the words considered as a word category of ravish as a number in the era of the old Turkic language. We will witness that certain features of the number in ancient, Old Turkic languages, which are not characteristic of our literary language, which is now in force, but exist in our dialect. Therefore, the importance of number was important at any time in the development of our language.

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