

THE SYSTEM OF CASE AND THE STUDY OF NOUNS IN PRIMARY SCHOOL

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The case of declension of the noun expresses the relation of the noun to other members of the sentence. Consequently, the assimilation of the case is based on the students' understanding of the connection of words in a sentence. Work on cases can begin only after students learn to distinguish words in a sentence that are related in meaning and grammatically (phrases). And in the future, all work on cases is work on the connection of words in a sentence. The student should clearly know which word in the sentence the given noun is associated with.

Initial observations on the change in the endings of nouns depending on another word in a sentence begin to be carried out before students become familiar with the case. In fact, already in the first grade, children get acquainted with the change in the form of the word. In elementary school, before studying the topic of "Declension", it is important to draw children's attention to the fact that, including words in a sentence, it is often necessary to change the letter or letters at the end of the word. The change is necessary in order to establish a connection between the words in the sentence. The meaning of the word will not change at the same time. However, in the first grade, children do not yet realize the form of the word, but are only brought to this. The element of awareness introduces familiarity with the end in grade II. Observing the change in the ending of a word depending on another member of the sentence, students identify the part of the word that is being changed and find out that it serves to connect words. A relationship is established between the question that the noun answers and the ending of the word (the question changes — the ending also changes).

The main task of working on nouns in grade III is to teach consciously use case forms of nouns to express thoughts and correctly write case endings.

In school practice, the most traditional way of working is according to which students first learn to write the case endings of nouns of the 1st declension, then the 2nd and finally the 3rd.

The study confirmed the expediency of simultaneous study of nouns of all three declensions in the following order:

1. Nominative case of nouns of the 1st, 2nd, 3rd declension.
2. Genitive case.
3. The dative case.
4. Comparison of genitive and dative cases.
5. Accusative case.
6. Comparison of genitive and accusative cases.
7. The creative case.
8. Prepositional case.
9. Comparison of accusative and prepositional cases.
10. Comparison of dative and prepositional cases.
11. Comparison of genitive, dative and prepositional cases.

In accordance with this sequence, students first learn the characteristic features of one case of nouns of all three declensions, and then this case is compared with another case, in some respect similar to the one studied earlier or opposed to it. At the same time, those signs that are peculiar to the noun only in this case are highlighted. So, for example, attention is drawn to the fact that the question from where?, prepositions from, to, from, without, for are indicators of the genitive case only. At the same time, students are cautioned against recognizing the case only on one basis (for example, on semantic questions where? where to?).

The specified order of case study creates conditions for the differentiation of similar and distinctive features of such cases that are difficult to recognize by students (genitive, dative and prepositional, genitive and accusative, etc.).

The system of work on nouns in grade III is conditionally divided into four stages.

First stage (37-54 lessons)— the concept of declension as a change in the endings of nouns on questions depending on the connection of words in a sentence; the study of the features of each of the cases.

At this stage, students get acquainted with the names of cases, questions and prepositions of each of the cases, learn to decline nouns with stressed endings, master the sequence of actions that must be performed in order to recognize the case of a noun by the totality of its main features.

Based on the essence of the case, familiarization with declension is carried out in the process of analyzing sentences, the basis of the sentence (subject and predicate) and phrases are highlighted. Observing the change in the endings of the same noun in combination with different words, students are led to the conclusion that the change in the endings of nouns on questions is called a change in cases, or declension. The initial form of the noun is the nominative singular. The noun in the nominative case does not depend in the sentence on its other members and most often acts as a subject.

The system of work on the topic "Noun" (as well as on another grammatical topic) is a purposeful process involving a strictly defined sequence of studying grammatical features and the generalized lexical meaning of this part of speech, a scientifically based relationship of knowledge components, as well as a gradual complication of exercises that have as their ultimate goal the formation of skills for the exact use of nouns in speeches and their correct spelling.

The volume of material in each class, the sequence of work on it are determined by the peculiarities of nouns as a linguistic phenomenon, the tasks of studying this part of speech and the age capabilities of younger schoolchildren.

Tasks of studying nouns in grades I—III:

- 1) Formation of the grammatical concept of "noun";
- 2) Mastering the ability to distinguish animate and inanimate nouns on the question (without the term);
- 3) Formation of the ability to write with a capital letter surnames, first names and patronymics of people, animal nicknames, some geographical names;
- 4) Familiarization with the genus of nouns, the use of nouns with sibilants at the end;
- 5) Development of the ability to change nouns by numbers, recognize numbers;

6) Developing the skill of spelling case endings of nouns (except for nouns on -my-i -i -iet and also in addition to the creative case of nouns with a basis on hissing and ts: candle, cloak, cucumber);

7) Enriching the vocabulary of students with new nouns and developing the skills of using them accurately in speech (in particular, observing the ambiguity of nouns, - familiarization with nouns — synonyms and antonyms);

8) Mastering the operations of analysis, word comparison and generalization.

Each of the tasks is solved not in isolation, but in a relationship. However, at certain stages of work on the topic, much attention is paid to one of the tasks. So, for example, in grades I and II, the center is the assimilation of the signs of nouns as part of speech (what do they mean, what questions are answered, gender, change in numbers), in grade III, the main place is given to work on the spelling of case endings. But this does not mean a break in the work on the signs of nouns as part of speech and the spelling of endings. On the contrary, the work in grades I and II on grammatical features of nouns creates the basis of theoretical knowledge for the conscious formation of spelling skills. And during the formation of the spelling skill of case endings in the third grade, knowledge about the gender, number and case of nouns is constantly being deepened.

The third and fourth tasks (the development of speech and thinking of students) are solved during all years of study. The whole process of studying grammatical material and developing spelling skills is aimed at enriching the vocabulary of students, developing coherent speech skills and thinking abilities.

The noun as a part of speech is characterized by a certain lexical meaning and grammatical features. Common to the lexical meaning of all nouns is objectivity. From the semantics side, nouns are very diverse. They can denote specific objects (a book, a cabinet, a glass), living beings (a brother, a beetle, a pilot), natural phenomena (a thunderstorm, a downpour, a storm, hail, a blizzard), events (war, revolution), qualities (kindness, courage, whiteness), actions (running, walking, transition), state (sleep, joy), etc.

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