



METHODS USED IN PRIMARY CLASS MOTHER LANGUAGE LESSONS

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Annotation:

This article provides information about the methods used in primary school mother tongue classes. Until the last years of the 19th and 20th centuries, explanatory method, conversational method, analysis-synthesis method, independent work method, inductive and deductive methods were used more in mother tongue teaching. In recent years, world didactics have carried out considerable scientific research on educational methods and their classification.

Keywords: Alphabet, reading, student, teaching literacy, scientific, psychological, linguistic, writing, skill.

INTRODUCTION

Forms, methods and methods of organizing the joint activities of the teacher and the student in teaching the mother tongue are developing and being updated in connection with the improvement of the educational system. Until the last years of the 19th - 20th centuries, explanatory statement method, interview method, analysis-synthesis method, independent work method, inductive and deductive methods were used more often in mother tongue teaching. In recent years, world didactics have carried out considerable scientific research on educational methods and their classification. They classify teaching methods differently. One group of scientists (SIPerovsky, EYGolant) divided educational methods into oral, instructional and practical methods depending on the source of knowledge, while the second group of scientists (MADanilov, BPEsipov) based on the educational task performed in certain types of classes. they are divided into methods such as acquiring knowledge, forming skills and abilities, strengthening acquired knowledge, checking and evaluating skills and abilities.

YK Babansky divides educational methods into three large groups:

1. Methods of organizing students' educational activities.
2. Methods of stimulating students' educational activities.
3. Methods of controlling students' learning activities.

The fourth group of scientists (M.N.Skatkin , I.YA.Lerner) developed educational methods based on the specific characteristics of cognitive activity:





1. Explanation-demonstration method.
2. Memorization method
3. Problem statement method.
4. Method of partial traceability.

Research (inquiry, creativity) methods are divided into I.Y.A of educational methods. This classification, proposed by Lerner and MN Skatkin, is characterized by the presence of research and problem situations in students' thinking activities. This classification also fits the nature of language teaching. Therefore, we will focus more on the classification of I.Y.A. Lerner and MNSkatkin in mother tongue teaching.

1. Explanation-demonstration method. Knowledge is provided by the teacher. The rules of the mother tongue are explained by the teacher and examples are given to reinforce it. Students listen to the knowledge being presented and try to retain it in memory.
2. Problem statement method. The teacher puts a specific problem in front of the students and tries to solve this problem by ensuring their independent mental activity. This method of education is distinguished by the independent analysis, observation, grouping, and generalization of the educational material by the students under the guidance of the teacher.
3. Memorization method. The peculiarity of this method is that the student performs the educational task based on the acquired knowledge or according to the given sample. The student acts on the basis of a certain pattern.
4. Method of partial traceability. This method of education is distinguished by the fact that the teacher sets a certain learning problem during the lesson, but does not show ways to solve it independently. Each student is sought to solve the problem independently. But in case of difficulty, help is provided to him. The student can get this help from the teacher's explanation, from the students' interaction or from the textbook. The help you get during the task makes the method partly creative.
5. Research method. This method requires a lot of creativity from the student. In order to acquire new knowledge, the student analyzes the text independently and creates such texts himself. Creative practical assignments given by the teacher are also done without any help or model. The advantage of this classification is that it envisages the gradual activation of students' cognitive activities, and it emphasizes the need for the development of students' abilities and the need to have research elements in the structure of educational activities.

The method classifications given above are derived from the general laws of education. They can be applied to work on artistic texts in reading classes in primary education and to teach the mother tongue. Although special methods, including the method of teaching





the mother tongue, are based on the general didactic system in the selection of teaching methods, there are also methods that arise from its specific characteristics. Teaching methods in mother tongue teaching methodology have been little studied.

Methodist H. Rustamov classifies mother tongue teaching methods based on the source of knowledge as follows: 1) teacher's statement; 2) conversation; 3) method of observation and analysis of language phenomena; 4) grammatical analysis; 5) work on the textbook; 6) use of visual aids; 7) travel. These methods are, first of all, methods based on re-memorization, which are not fully compatible with the development of students' creative abilities. In these methods, the activity of the teacher is mainly envisaged; The student, who is the subject of the educational process, is neglected. In this classification, problem statements, partial research, and research (research) methods that serve to form research in students are not fully expressed.

Also, methodists such as M. Yusupov, Q. Abdullayeva, K. Qasimova, R. Safarova expressed several opinions on the methods and their classification used in primary education mother tongue classes. It is known that the lesson is a two-way process, in which the activity of the teacher, but also the activity of the student should serve as a basis. Teaching methods used in native language classes should not only serve to explain or strengthen knowledge, but should also take into account the independent learning of students, prepare them for creative activity by adding elements of inquiry and research to the educational process.

From this point of view, educational methods can be divided into two large groups: 1. Methods related to teacher activity. 2. Methods related to student activity. Methods related to the teacher's activity: 1. Methods of ready presentation of knowledge. 2. Methods of presenting knowledge in a problematic way.

The methods related to the student's activity are divided into methods based on recollection, partial research and research. The method of ready presentation of knowledge is one of the most widely used methods in mother tongue classes. With the help of the statement, more complex information, especially information that is not known to the students in advance, is explained.

This method is often used in order to explain the nature of language phenomena, to fill in the gaps in students' knowledge, to provide additional information, and to answer questions. This method has both positive and negative aspects. One of its positive aspects is the opportunity to save time. This, in turn, increases the amount of time allocated to strengthening and repeating knowledge, skills and abilities. One of the negative consequences of ready presentation of knowledge is that the student's thinking activity is limited to a certain extent in this process. In many cases, the student can become only





a listener of the educational process. To use this method, we consider it appropriate to follow the following:

1. To increase the teacher's attention to speech culture. The teacher's speech must meet logical requirements. A simple, meaningful, expressive, consistent speech arouses a strong interest in knowledge among students.
2. Presentation of the educational material based on a strict plan (it is more convenient for the student to master the ideas expressed on the basis of a strict plan).
3. Ready presentation of knowledge: requires persuasion and justification. Persuasion and substantiation arouse interest in the studied material. In addition to the above, ensuring that the examples given for the purpose of interpreting language phenomena are scientific, artistic and educational, coordinating the tools shown with the teacher's statement will increase the student's level of activity. It is important to draw the students' attention to the main aspects of the studied language phenomenon, to create strong connections between the learned, studied and further studied language phenomena in the ready presentation of knowledge. Narrative method was one of the main methods used in mother tongue classes. In this case, the teacher determined the students' knowledge of the studied subject before giving a presentation. This encouraged the students to follow and listen to the teacher's explanation and to be active. In this case, the teacher is charged with the task of clearly, succinctly and coherently explaining the important points of the studied grammatical topic with the analysis of examples. The presentation method in primary classes is designed for 3-5 minutes, depending on the age and memory of the students.

Cases of application of the method of description are found even now. The conversation method is widely used in the teaching of the mother tongue in primary grades and is considered a method suitable for the nature of students of this stage. The interview method is also known as the question-and-answer method. The interview method asks the teacher to find the educational material that reflects the nature of the topic, to identify the important features of the grammatical topic, to distinguish their similar and different aspects, to group according to their similar and different aspects, to generalize, to draw conclusions. It requires to make and give them consistently to the students. The use of the interview method as a problem-based teaching method in primary classes has a great effect on the activation of students in education.

American pedagogue and psychologist Dj. Dun was founded in 1894. The purpose of this method is not only to help mastering scientific concepts, but also to develop students' cognitive abilities and creative abilities. During the conversation, a problem is put before





the student by the teacher's task and a problematic situation is created in the lesson. It solves the problem based on the student's previous knowledge.

Since elementary school students have little life experience, the teacher asks questions that help solve the problem. If the student cannot solve the problem, the teacher has to solve it. Therefore, the method of problem-based teaching in the primary class is also called a semi-research method. The method of presenting knowledge in native language classes in a problem-based way. It is known that any activity based on research is a productive activity. The learning process will be more effective if the learner does not master language phenomena ready, but searches for them himself, shows active creative activity. Problem-based education creates a good opportunity for such research and creative activity. This method serves as a means of comprehensive development of the individual and his social activity. Although the concept of "problematic education" appeared in pedagogical literature in recent years, this idea based on research has a history of more than a thousand years.

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