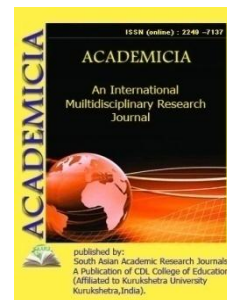




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## PRACTICAL STUDY OF THEORETICAL INFORMATION IN PRIMARY SCHOOL MOTHER TONGUE LESSONS

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### ABSTRACT

*The subject and objectives of the methodology of teaching the mother tongue in primary school. The subject of study of the methodology of the mother tongue is the process of acquiring the mother tongue in the educational environment. Simultaneously with the teaching of the methodology to take into account the requirements of educating students to develop their speech, thinking, to develop them as individuals. To prepare answers to the questions of mother tongue teaching methodology in primary school, what the student needs, how to teach, why it should be taught, and so on.*

**KEYWORDS:** *Mother tongue classes, methodology of teaching, structure and graphics, skills, practical knowledge.*

### INTRODUCTION

The role of the mother tongue in the school education system and in life. The need for consistency and perspective in mother tongue teaching in the primary grades. The content of knowledge and types of lessons in the native language in primary school.

Principles of structure of the native language program in primary school. Program sections, their general and specific aspects. The amount of knowledge, skills and competencies that need to be mastered in each department.

The scientific basis of the methodology of teaching the native language to primary school and its place among other disciplines. The connection of the methodology with the theory of worldview with the sciences of language, pedagogy, psychology, psycholinguistics, logic, literature.

Principles of mother tongue teaching. Relying on the instructions of other disciplines in the development of the principles of teaching methods of mother tongue. The principle of paying attention to the matter of language, the internal connection of language, cultivating sensitivity to language, paying attention to the expressiveness of language, the principle of forming oral speech before written speech.

Methods of testing the methods of teaching the native language. Theoretical methods of research: the methodological basis of the phenomenon, the study of related disciplines: the study of "history of the problem" and its evaluation in terms of current tasks: the study of methods of research of related disciplines: the analysis of experimental materials and the formation of practical recommendations.

Empirical (experience-based) methods of verification: study of the work experience of advanced teachers: purposeful observation of the teaching process: a common experimental method in the development of methodology, its differences from the previous ones, tasks. Stages of research. A brief description of the methodological heritage in the field of mother tongue teaching in primary school.

Literacy teaching methods. Goals and objectives of literacy teaching methods. Reading and writing is a type of speaking activity. Psycho-physiological analysis of the reading and writing process of a child and a literate person who has just started school. Sound structure and graphics of the Uzbek language, their interdependence.

Modern analysis-synthesis sound method in literacy teaching. The traditional (habitual) principles of the modern method of analysis-synthesis sound in teaching literacy are educative and nurturing, based on the live speech of students, the method is based on the acquisition of sound; organizational preparation and division into main periods and the principles that are relatively closely formed or in the process of formation.

Differential and individual approach to students in the process of literacy teaching; to teach basic concepts of grammar and spelling without theory; word analysis by syllable-sound; draw a copy of the concept. Incoming modeling element; (educating students).

Educational tasks of literacy classes. To study the readiness of children to teach literacy. Literacy process. The preparation period in literacy teaching, the topics of reading and writing lessons at this stage, and the types of work.

The main period in literacy teaching (alphabet period). Tasks of the main period. Reinforcing reading lessons in which new material is studied and the types of work used in it. The dependence of the construction of the "Alphabet" on the order of learning sounds and letters in the process of teaching literacy. Differential and individual approach to literacy teaching.

The final part of the main period, its functions. The main types of training sessions during literacy training are: work on sound; articulation of sounds, work on diction. Enhancing students' speech in the process of teaching literacy; work on the dictionary. Basic practical knowledge of grammar, spelling in the period of literacy teaching. Peculiarities of lesson organization in low-component schools.

Teaching elementary writing during literacy training. Content and tasks of teaching writing; stages of writing skills formation. Description of the current font. Methods of developing

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calligraphy skills in connection with teaching writing. Organizational and hygienic conditions of teaching writing. ways to teach letter writing. Typical graphic errors encountered in students.

Basic spelling elements in the process of teaching writing. Enhancing students' speech in writing lessons. During literacy training and writing lessons, the requirements for them. Types of reading and writing lessons, the system of reading and writing lessons. New research in the field of literacy. Literacy problems and prospects. Preparing children for literacy in the family and in kindergarten.

Methods of reading in the classroom. Educational significance and tasks of reading lessons in the classroom. Tasks to teach reading in primary grades and to form active readers. Educational opportunities of reading lessons. The concept of reading skills. The qualities of reading skills are conscious, expressive reading. Ways to improve the process of formation of reading skills. Types of errors in reading and ways to eliminate them.

To study the subject of tense in verbs. Person-number suffixes in verbs. Enhancing students' speech in the process of verb learning. Learning the elements of syntax and punctuation in elementary school. Classification system of materials. Conditions for the formation of basic syntactic concepts in students. Introduce punctuation to younger students.

Methods of learning spelling. Grammatical and anti-grammatical directions in teaching correct writing. The psychological nature of spelling skills. Methods of working on the spelling rule.

Spelling exercises grammatical-spelling analysis, transcription, dictation and its types, lexical-grammatical analysis, description. Exercise selection criteria. Important conditions for the formation of spelling skills.

Testing knowledge, skills and competencies in the mother tongue. Description of four-year primary education "Mother tongue" lessons. Mother tongue lessons. General description of the lesson.

Types and structure of mother tongue lessons. Methods of developing students' speech. Ways and tasks of developing speech in young students. The concept of speech and its cultivation.

Speech development is the responsibility of the native language learner. Requirements for student speech. Speech is an important tool in developing students thinking. The interrelationship of student speech development with other types of lessons from the mother tongue.

Working on the dictionary. Lexicology is the linguistic basis of the methodology of working on a dictionary. The main directions of work on the dictionary in school. Vocabulary enrichment: clarification of students' vocabulary; speech conditions and its role in vocabulary enrichment. Methods of explaining the meaning of words. Work on synonyms and antonyms, polysemous words.

Ways to activate students' vocabulary in connection with reading, retelling a work of art, studying the material, preparation for narration and essay. Syntactic work in the system of student speech development.

The level of syntactic skill that students acquire. Working on vocabulary and speech in primary school. Types of speech exercises. A general understanding of connected speech.

Types of exercises from related speech. Specific skills in related speech. Related speech. Oral retelling and written narration. Requirements for retelling and writing a sample text. Types of retelling and narration. Close to the sample text or its full retelling and narration: selective retelling: abbreviated retelling and narration: creative retelling and narration.

Related speech. Oral story and written essay. Essays are a form of expressing students' knowledge, thinking, imagination, and a means of independently applying all the skills they have acquired in language.

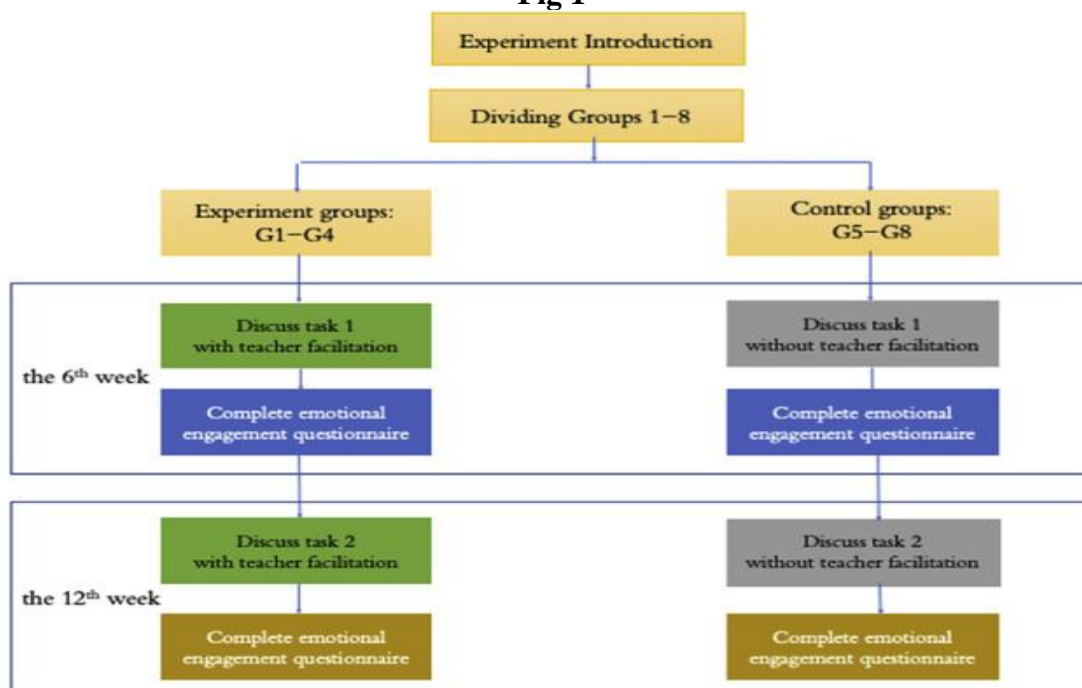
Types of oral and written essays. The importance of essay in educating students. The subject of the essay, breaking it down; collection of material, systematization, planning and preparation for the essay: the ability to use the plan in writing the essay, the language preparation of the text of the essay: work on writing and improving the essay. Student essay analysis and follow-up.

Speech errors and ways to eliminate them. The main types of speech errors that students make, ways to correct and prevent them. Extracurricular activities in the native language. Forms and tasks of extracurricular activities. Types of work in extended day groups.

Competing teams - is the collection of a large number of ideas, freeing students from the same inertia of thinking, overcoming the ideas that first appeared in the process of solving creative tasks.

Development of creative activity experience revives scientific thinking, encourages the development of new problem-solving skills, conscious research in problem-solving.

**Fig 1**



### Test lessons in group work

Performing didactic functions - (Formation of didactic functions) the formation of mental activity in students; consolidation and application of knowledge; the activity of the future

specialist in the learning process is not only learning, but also the development of didactic rules aimed at its implementation to consist of; it is envisaged that the learning activities of students will be as close as possible to the future professional activity, character and structure, as a result of which the activities of the teacher and the student will be projected. Cognitive assignments are created by the teacher.

The teacher's knowledge of cognitive tasks, his experience in the field of composing cognitive tasks, skills, performs the work of the subject, moving from one state to another. In order to study and generalize the existing experience in designing creative activities of students in mother tongue education, lessons of primary school teachers were observed and

**The following questions were answered:**

a) questions related to the purpose of creative education - the relevance of the purpose, objectives of the creative organization of education;

b) questions related to the content of creative education – creativethe relevance of the assignments to the content of the educational material, the relevance of the students to the real learning opportunities, the place of this or that creative work in the system of educational assignments;

c) questions related to the process features of creative education - the type of lesson, the appropriateness of the stages of creative tasks, the real learning opportunities of children in creative education, the pace of work, the methods used in creative work, application of previously learned knowledge and methods of activity in the performance of creative tasks, means of recording new knowledge and methods of activity;

g) questions related to the results of creative work - the relevance of the importance of this or that creative work for students, the adequacy of assignments for students to fully master the content of educational material, the role of creative work in the formation of independent activity in children.

Experimental work in three stages 2016-2017, 2017-2018 - implemented during 2019. A total of 420 students participated in the experimental and control groups. Of these, a total of 136 people in the experimental work on the example of general secondary schools (regional) in Navoi region (70 people in the experimental group, 66 people in the control group) and a total of 140 people in the experimental work on the example of secondary schools (regional) in Bukhara region, 72 people in the control group, 68 people in the control group) and a total of 144 students (70 people in the experimental group, 74 people in the control group) took part in the experimental work on the example of general secondary schools (regional) in Samarkand region.

The purpose of the identification experiment or confirmatory experiment is to study the role and importance of designing students' creative activity in mother tongue education as a creative learning tool, to determine the level of research of the problem, ie to design students' creative activity in primary school mother tongue education, the study of the psychological, pedagogical, methodological bases of the design of education, the search for ways to solve specific problems related to the features of the design. To do this, we began by looking for answers to the question of whether the organization of lessons based on the design of creative activities of students in mother tongue education increases or decreases the level of knowledge of students.

By choosing a general secondary school, students were able to complete only 2-3 exercises in each session allocated for the experiment. Most of them attended the lesson as “observers”.

Students' activity was observed in the lessons organized on the basis of a certain preparatory project by designing the creative activity of students in mother tongue education. The students managed to do 4-5 exercises in each lesson and their answers to the teacher's questions were also reasonable. Student assessment rates increased.

In the process of designing elementary school native language lessons the following conclusions were drawn in the technology of student activation:

1. The analysis of the state educational standard of mother tongue in secondary schools, the basic curriculum, the curriculum of primary school mother tongue, pedagogical-psychological, methodological literature and research work and the genesis of innovative teaching ideas. , didactic and methodological bases of student activation in the process of designing primary school mother tongue lessons were studied.
2. In the process of designing primary school mother tongue lessons, opportunities for modeling the learning process based on innovative approaches and principles of student activation technology were identified.
3. Activation of students in native language lessonstechnology design process (communicative, information work, self-development, socially active citizenship, national and cultural, mathematical literacy, science and technology news improving the use of tools and methods (activating game technologies, competing teams, performing didactic functions, relay task relay) in the development of basic and general science-related competencies (learning tasks, relay handouts, media visual aids) creative thinking on the basis of the principles of visual-figurative and verbal-logical presentation of educational material on the subject (sociality, convenience, science, mobility, membership).
4. Ensuring freedom of speech and speech development in the process of designing technologies for activating students in primary school mother tongue lessons (reproductive A1, productive A1, the scientific ideas of the practical application of the partially researched A1, creative A1) to achieve the level of creative mobility were formed.
5. Cognitive tasks in the development of speech skills of primary school students are an educational chain between linguistic exercises and learning problems. They are an important step in the integration of classroom, group, individual work in the classroom: they are designed for students' thinking, focused on an active learning situation. By changing the status of the student in the traditional educational environment, it makes him a subject of the educational process, serves to stimulate the emotions, motivation, emotions of students.
6. Development of the content of the subject of mother tongue in primary school, the formation of current knowledge of speech and language in students, the formation of speaking skills, the experience of creative activity, education and development of language and its attitude to the people and homeland. Based on the tools and opportunities to develop the creative abilities of each student, technological maps and developments of lessons were developed and implemented in primary school mother tongue classes.



7. The creative organization of the subject of mother tongue in primary school was carried out in grades 1-4: from the 2nd half of 1st grade the simplest forms of cognitive tasks were used in conjunction with the phonetic, lexical, grammatical aspects of the language; From the 2nd grade onwards, students were taught to group, compare, and draw independent conclusions through cognitive tasks, and from the 3rd grade onwards, they were taught to analyze, reunite, apply, and evaluate evidence in their native language. In the 4th grade, students developed skills such as the ability to work independently, to expand and narrow the text, to describe the object on the basis of evidence, to evaluate the results of their own activities and the activities of others.

8. Experience has shown that the knowledge, skills and abilities of students, the experience of creative activity, the attitude to the elements of language are highly developed. As a result of the experimental study, the coefficient of mastery of the training material was transferred from the experimental group to the control group increased by 11.7% compared to.

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