

SOME COMMENTS ON THE METHODOLOGY OF TEACHING THE TAJIK LANGUAGE IN PRIMARY SCHOOL

Hikmatov H.S*

*Teacher,

Department of uzbek literary studies,

Chirchik State Pedagogical Institute,

Tashkent, UZBEKISTAN

Email id: hikmatov@mail.ru

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ABSTRACT

Methodology of the Tajik language is a subject that provides information about the different methods, techniques, ways and approaches to teaching the native language. It necessarily relies on the theoretical and practical foundations of linguistics. And, first of all, it is aimed at the national upbringing of the younger generation and, on this basis, the formation of the foundations of a perfect human being. The methods of studying each chapter of the plan clearly show the connection and clearly define the nature of the individual components of each chapter of the Tajik grammar. That is why language is known as a means of communication between people. It is noted that language is a means of communication, the existence of relationships in production. Thus, one of the main tasks and objectives of the language methodology course is to teach the teacher how to teach each chapter of the mother tongue plan and to provide practical assistance to his work in the field of education and upbringing of children. They acquire basic skills in ethics, work and life of society, attitude to the environment, information about nature, and, of course, their thinking and worldview develops. Hence, students of Tajik schools learn in their native language, the modern Tajik literary language, as it is the language of the Tajik nation and is one of the cultural forms of the Tajik people and an indicator of its long history.

KEYWORDS: Science, Language, Education, Skills, Society, Heroism, Courage,, Method, Specialist, Patriotism

INTRODUCTION

The methodology of teaching the Tajik language is based on the "State Standard of Education" and new methods of teaching the subject in order to ensure the connection of school students with parents and life in general. This should teach students the most important methods and techniques of teaching literacy, reading, grammar, spelling, handwriting and speech development, making the learning process easier and their quality better. In case of proper organization of educational requirements, as well as the use of various methods adopted by specialists in the field and the organization of classes in a good way, students will acquire the necessary literacy, knowledge, skills and abilities. They acquire basic skills in ethics, work and

life of society, attitude to the environment, information about nature, and, of course, their thinking and worldview develops.

Language is a constant companion of human society. That is why language is known as a means of communication between people. It is noted that language is a means of communication, the existence of relationships in production. Therefore, the history of language is inextricably linked with the history of the development of human society, and it is impossible to separate them from each other. That is, there is no language without a society and a society without a language. Therefore, the development and formation of language and in this process the change and improvement of its grammatical structure and its development are closely linked with the development of the structure of human society. Each language has evolved over time and influenced the history of nations. That is, along with the development of society, language also changes its development factors. In short, language keeps pace with the times. Hence, students of Tajik schools learn in their native language, the modern Tajik literary language, as it is the language of the Tajik nation and is one of the cultural forms of the Tajik people and an indicator of its long history.

First of all, the Tajik language teacher of primary school should give students a brief overview of the history of the language and its relationship with society. And it is even necessary to place this meaning in the minds of students from the beginning of the primary school, because it is very useful to place the ideology of self-knowledge, which is formed with the passage of age, in the purity of students' thinking.

In the process of learning the Tajik language, we teach students not only the language of modern works, but also the works of classical literature, created for the education of future generations, as well as the best examples of modern Tajik literary language and the basis for the development of literary language. In the same way, in the examples of biblical speech, both in the classics and in the works of modern Tajik writers, a sense of patriotism, heroism, courage, bravery, humanism, diligence, good manners, advice, etc. are expressed, and all this is reflected in the language.

It is necessary for primary school teachers to organize education in such a way that from the very beginning students acquire systematic knowledge and strong language skills, the basics of language, its relationship with society, the main means of communication, its importance, and the need to explore that imagination. And first of all, love and affection should be formed for it.

In the primary grades, the Tajik language syllabus includes the following chapters:

- 1) Literacy,
- 2) Calligraphy,
- 3) Reading and speech development,
- 4) Grammar, spelling and speech development should be borne in mind that all these chapters are closely interrelated and complement each other, and the written work of students is carried out in

connection with these chapters. The methodology of the Tajik language plays a key role in the implementation of the teaching of these chapters of the above plan, as it focuses on the teaching of literacy, grammar, reading, from easy to difficult, from simple to complex and from concrete and concrete concepts to abstract understanding. Spelling and speech development. The methods of studying each chapter of the plan clearly show the connection and clearly define the nature of the individual components of each chapter of the Tajik grammar.

Thus, one of the main tasks and objectives of the language methodology course is to teach the teacher how to teach each chapter of the mother tongue plan and to provide practical assistance to his work in the field of education and upbringing of children. That is, to ensure the operation of the mother tongue. Another task of the language methodology is to facilitate the teacher in any way and methodical presentation of this or that grammar topic to the class. In the current situation, which is the period of technical development, the use of technical means in the teaching process is also important. From this point of view, the student of the school is obliged to master the methodology and to study all aspects and to acquire the necessary skills and knowledge to apply it in practice.

It should be noted that the work of a teacher cannot proceed only by knowing the methods and techniques. First of all, he must have a good knowledge of grammar, phonetics, vocabulary, spelling and structure of the language, have a complete knowledge of the history and theory of literature and language. Primary school teachers should have an idea of the structure, content of textbooks for grades I-IV and its curriculum, be able to differentiate the way textbooks are distributed and the plan provided by the Ministry of Education.

All the types of operations and methods that the methodology of the Tajik language offers to the teacher, it becomes clear to him only if he has mastered the language, taking into account the basics mentioned earlier.

Can we understand what the Tajik language teaching methodology gives to young teachers who are just starting their pedagogical work?

1. Learns different ways and methods of organizing the Tajik language lessons.
2. Prevents the teacher from ineffective and useless and unnecessary actions and searches, and provides a systematic approach to teaching the Tajik language on the basis of the plan according to the age of students.
3. In the process of teaching, it does not allow any arbitrariness, any controversial issues, personal opinions that are not scientifically proven, protects the teacher from such situations, and teaches each chapter only on a scientific basis. Recommend the plan to her and help her with her creative, pedagogical work.
4. Notes any new achievements in the field of language teaching in schools and arises from best practices, and comprehensively trains new teachers by disseminating the experience of the best schools.

5. Expresses requests, skills, opinions and experiences of the most advanced pedagogues and methodologists of the past and shows ways to use them.

6. Learns the methods and techniques of choosing texts, using textbooks and ways to organize language lessons with visual aids, especially technical. The science of methodology clearly shows the history of methods of teaching literacy, grammar, its status in the past, its origin and development, its successes and shortcomings. That is why teachers of the native language need to use the positive heritage of the heritage and methodological archives and pedagogical ideas of the past, not to repeat the methodological mistakes of the past, to learn from the best schools and the skills of specialists in the field. use the language regularly.

The methodology of the Tajik language is divided into the following parts:

1. Introduction.
2. Literacy methods.
3. The method of learning calligraphy and rewriting.
4. Reading methods (in class and out of class).
5. Methods of teaching grammar and spelling.
6. Methods of oral, written and oral development.
7. Incorporate the Tajik language lesson into the plan.
8. Methods of teaching the Tajik language in two-grade classes.

Theoretical bases of methodology of the Tajik language

The methodology of the native language is related not only to linguistics, pedagogy and didactics, but also to the science of psychology. During the teaching of the Tajik language in primary schools, the teacher meets with students aged 7-12. The mentality of young school students is very different from that of older school students, and especially adults. For this reason, in order to properly organize the teaching of the Tajik language, it is necessary to study and take into account the psychological characteristics of young learners. That is, their understanding and worldview must be respected. The age of seven is the period of transition from childhood to school age, both in terms of mental development and physical development. During this period, the child becomes knowledgeable about the environment, which first of all consists of curious attempts to understand everything and events. It is during this period that the skills and abilities of primary school teachers play an important role. The famous Russian pedagogue V. Ushinsky said: "A child is a mirror, it is very dull and only a teacher can work hard to polish this delicate mirror".

It should be noted that students at this age are more inclined to play. In today's world, which is at the height of technology, the guy already likes to use a lot of technical games. On the other hand,

during this period, children are often tired, their observations are not yet clear and outstanding, and their speech is not very developed, because the vocabulary of their knowledge is very limited. The teacher needs to organize the lessons in such a way that the lesson-play process is organized in such a way that this process also promotes the development of the child's coherent speech. It is necessary to use recreational moments in the process of lessons, that is, to create conditions for them to relax their thought process.

According to the achievements and recommendations of medical sciences, children's anatomy, physiology, psychology, pedagogy, the classification of young children's age has been adopted at a slow pace. The description of children's age periods is divided into the following parts:

1. Childhood (from birth to one year);
2. The post-childhood period - from one to three years;
3. The age of pre-school education - from three to six years;
4. Young schoolchildren - from 6-7 years to 11-12 years;
5. Middle school students - from 12 to 15-16 years old;
6. Older students of school age - from 16 to 18 years.

The anatomical, physiological, and mental characteristics that are specific to a particular age are called age characteristics.

The basis of the Tajik language is divided into four parts:

1. Phonetics
2. Morphology (parts of speech)
3. Syntax (including members)
4. Lexicology (lexicology)

CONCLUSION

It should be noted that every teacher of the native language of primary school should be fully aware of the theoretical foundations of the methodology of the Tajik language. In particular, if we want to explain more simply and simply, the teacher of the Tajik language of primary school should know his age, the level of mastery of students and organize his work in accordance with the methodological cycles. As mentioned above, according to the experts of this field, we have made some references. It is time for the teacher to form in the fresh memories of the kindergarten of the native language the basics of linguistics, nationalism, patriotism, patriotism, science and all the signs of humanism and humanism. Because the poet said about it both with satisfaction and taking into account the scientific basis:

Let each one speak in his own language,

Make it easy to know several languages.

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