



MODERN APPROACHES TO WORKING ON COMPLEX TOPICS IN ELEMENTARY SCHOOL NATIVE LANGUAGE LESSONS

Atayeva Baxrinisa Abduvaxidovna
Pedagogical Center of Syrdarya Region
Acting Head of the Department of Methodologies of Preschool,
Primary and Special Education +998972456806

Abstract

In this article, modern approaches to working on complex topics in elementary school native language lessons, namely didactic games, distribution metrics, practical work, interactive methods, use of ICT the possibilities are shown with the examples listed.

Keywords: primary education, interactive methods, 4K model, critical thinking, creative thinking, collaborationism, communicativity, skills.

Introduction

“Mastering modern knowledge, becoming truly enlightened and possessing a high culture should become a continuous vital need,” emphasizes our President Sh.M.Mirziyoyev. Taking into account this, today it is considered a requirement of the period for teachers to widely use modern innovative technologies, to conduct each lesson efficiently and meaningfully, to organize on the basis of interactive methods and games, including the psycho-physiological characteristics of children. This leads the educator to bring creative ideas to life, to work on themselves. When working on complex topics with specific difficulties in native language lessons, it directly depends on the pedagogical skill, creativity, professional potential, resourcefulness of the teacher. Below we will spin on the most effective ways to convey complex topics to the student in elementary grades. Of course, not every student in the class can equally master the topic. Before communicating complex topics to the reader, it is necessary to study the degree of complexity, the reasons. Why is the child not able to master the topic? Is the reason for this the complexity of the subject or the child's ability, the degree of opportunity? To find answers to these questions, first of all, we need to study well the psychology, ability, competence of the student. We will achieve high efficiency if, after knowing the characteristic features of the student, such as ability, attention, talent, we can correctly direct him to the educational process. Communicating complex topics to the student requires great skill from the teacher.

Below we will give examples of working on complex topics.

One of the complex topics in elementary-grade mother tongue (Uzbek) classes is the topic “spelling of sounds H and X”. One of the most optimal ways to learn it is through play. We can organize this based on the game “mailbox”. Groups are given the task of correctly typing the letters “h” and “x” into the mailbox.



YA.MALAK, .O'KIZ, TAN.O, .AYOL, BAR.AYOT, .ASSA, .AT, SAR . ISOB, . ANDALAK, .USHTAK, .AKKA, .OLVA, .O'ROZ, . ARITA, .ONTAXTA, .AMIR, .OKKEY.

Mountaineering is checked through multimedia:

Another of the more complex topics in primary school mother tongue classes is the subject of "syllable displacement". Since the branch is a complex concept, its rule is not given in elementary grades. Readers are based on the notion that when dividing a word into syllables, the more vowels a word has, the more syllables it has. Relying on years of work experience, I can say that while syllable-and-syllable displacement is taught from Grade 1 to Grade 4, students make mistakes in syllable displacement, the same consonant words that come in sequence, or syllable-consonant displacement. In some cases, one or two letters are moved to another path, which cannot be written down to the edge of the given row. For example, daraxtl -ar, Muqadd -as. When correcting this error, it should be noted that when dividing the same consonant words that came to the reader in a row, one is moved to the second path on the first path: Muqad-das. In most cases, the child is able to correctly distinguish words from the verbal syllable, but makes a mistake in moving. The reason is that the child cannot distinguish syllable displacement from each other by dividing it into syllables. In these cases, we must be able to correctly explain to the child that moving a syllable with separation is not one thing. When passing this topic, first of all, the rules of syllable displacement should be scientifically explained to the reader.

1. The syllable can consist of one vowel: o-na, o-dam.
2. The syllable is formed from one vowel and one consonant sound: ol-ma, bo-la
3. The syllable is formed from several consonant sounds with one vowel: mak-tab, sinf

While syllable displacement is the rule-based syllable displacement of words that do not fit into one path in the script: Va-tan, sha-har, ten-nis. In this regard, it is impossible for the reader to leave the one-vowel letter formed by the syllable at the beginning of the word to the previous path: ona-jon instead of o-najon and it will be necessary to explain that the one-vowel letter that formed a syllable at the end of a word cannot be moved to the next path: mudo-faa instead of mudofa-a. When passing such topics, it is necessary to use more of various interactive methods, multimedia applications, educational games, handouts. The reason is that through educational games, all types of student abilities develop. Educational games contribute to the formation of positive qualities in each student, such as teamwork, speed, alertness, erudition, independence. The convenience of using ICT in the course of the lesson is that the student can easily, without boredom, master any complex topic even if he himself is involved in the execution of a direct task, seeing through his eyes the phenomena displayed. Another aspect is that the child keeps what he sees through the screen in his memory for a long time. Now let me dwell on educational games on the topic of syllable displacement. Game "Help squireel". In this, the children will have to help the almachon to move the given words by the syllable. The reader who has the right syllable of the word receives an incentive from the almaxon. Students write words according to the syllable displacement rule: ko'-ngil, si-ngil, tong, ko'ng- lim, sing- lim, tong- gi through this game the reader learns that letter consonants (sh,ch,ng) denoting a vowel are moved together.

1. Read the proverbs. Write the words in sentences in syllables say how many sounds each syllable is made up of.



2. Analyze the given words from the sound and Letter side.

Example of using multimedia:

Teaching the lesson on the basis of information and communication technologies greatly facilitates the work of teachers and educators. In particular, the teaching of subjects in elementary grades on the basis of computer tools provides the following opportunities:

- saves the teacher from repetitive labor and saves his time;
- as a result of vivid images, spatial representations are formed in readers;
- ensures that students quickly master the work routine;
- theoretical information on science is explained using visual aids (color images, their spatial manifestations), and as a result, the need for scientific knowledge increases in students.

ICT competence-the ability and ability of students to effectively use information and communication technologies in the implementation of Information, its search, processing, assessment, creation and acquisition in order to adequately occupy their place in an informed society and engage in successful labor activities.

The computer screen seeks to know what is happening by the reader seeing and hearing and thinking. The reader begins to perceive what is happening on the screen with the help of sensory organs. Because the screen displays their texture and characteristics. Multimedia for the teacher will help to search and prepare for classes with a creative approach.

When working on a dictionary, it is important that we also make good use of multimedia.

Games play an important role in the formation of creative abilities of Primary School students. The situation of creative search, brought to the surface through the game, activates the cognitive activity of students and serves to grow their speech. In the game "letters are lost", a case is given in which the letters in the words are replaced, the reader must write correctly: Dayro-daryo , baryam-bayram kabi....

Based on the game "Find a suitable word instead of a word", it will be necessary to replace the word marked in the sentence with a meaningful word: like, Go'zal diyor – chiroyli diyor, zulmatli tun – qorong'i tun....

The possibilities of working on the dictionary will expand even on the basis of the game "Adapt":

Along with these games, when working with a dictionary, you can ask the question "Who is the first to walk from Parachute?" game also helps readers to understand the meaning of the word correctly-this game is organized as follows. Unfamiliar words for children are plucked onto a parachute board, to which words of meaning and close meaning are shuffled and plucked on a table. The student who goes to the hut will put the word in its meaning under a "parachute" and bring the parachute to its place corresponding to the word, i.e., "jump correctly" from the parachute.

In the process of working with a dictionary in students, it is necessary to write a dictionary dictation with a link to the native language. One of the important tasks of growing speech at school is working with a dictionary.

Work with the dictionary is carried out in the following direction:

Enriching the speech of readers, clarifying the vocabulary of readers, activating the dictionary and transferring words that are not used in a literary language from the active Dictionary of readers to the inactive dictionary. Through the work of the dictionary, it is ensured that reading is conscious and assimilates spelling.



In conclusion, when a dictionary work is carried out, the teacher is specifically required to pay attention to the following works:

1. Declaring the pronunciation of each word.
2. Defining ways to explain the meaning of an unfamiliar word.
3. Working with original and portable meaning words.
4. To achieve that there will be no influence of local dialects in students' speech...

Dictionaries given at the end of the textbook also allow readers to understand independent word meanings. If necessary, the text is a guide for the reader to learn the meaning of an unfamiliar word.

In conclusion, in communicating a complex topic to the student, it is necessary to achieve easy mastery of the topic even to the students in the classroom, through various didactic games, distributive metrics, practical work, interactive methods, especially the use of ICT in the course of the lesson. This will help raise the effectiveness of education to a higher level of quality.

REFERENCES

1. The concept of developing the public education system until 2030. [Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi.]
2. Karima Qosimova, Safo Matchonov, Xolida Gulomova, Sharofat Yuldosheva, Sharofjon Sariev "Methods of teaching the native language" textbook T-2009 [Karima Qosimova, Safo Matchonov, Xolida G`ulomova, SHarofat Yo`ldosheva, SHarofjon Sariev "Ona tili o`qitish metodikasi" darslik T-2009]
3. Participant's manual within the framework of the program "Modern methodology of teaching in primary classes". Tashkent - 2023. ["Boshlang'ich sinflarda o`qitishning zamonaviy metodikasi" dasturi doirasida trening ishtirokchisi qo`llanmasi. Toshkent – 2023.]
4. Ishmuhamedov R.J, Yuldashev M.A, "Innovative pedagogical technologies in education and upbringing" "Nihol" publishing house, -T.2013 y. [Ishmuhamedov R.J, Yuldashev M.A, "Ta'lim va tarbiyada innovatsion pedagogik texnologiyalar" "Nihol" nashryoti, - T.2013 y.]
5. D.D.Baynazarova, M.E.Toirova Native language Textbook for the 1st grade of general secondary schools. –Tashkent: "Novda Edutainment" publishing house, 2023. [D.D.Baynazarova, M.E.Toirova Ona tili Umumiy o`rta ta'lim maktablarining 1-sinf uchun darslik. –Toshkent: "Novda Edutainment" nashriyoti, 2023.]
6. D.D.Baynazarova, M.E.Toirova Native language Textbook for the 2nd grade of general secondary schools. –Tashkent: "Novda Edutainment" publishing house, 2023. [D.D.Baynazarova, M.E.Toirova Ona tili Umumiy o`rta ta'lim maktablarining 2-sinf uchun darslik. –Toshkent: "Novda Edutainment" nashriyoti, 2023.]
7. D.D.Baynazarova, M.E.Toirova Native language Textbook for the 3rd grade of general secondary schools. –Tashkent: "Novda Edutainment" publishing house, 2023. [D.D.Baynazarova, M.E.Toirova Ona tili Umumiy o`rta ta'lim maktablarining 3-sinf uchun darslik. –Toshkent: "Novda Edutainment" nashriyoti, 2023.]
8. D.D.Baynazarova, M.E.Toirova Native language Textbook for the 4th grade of general secondary schools. –Tashkent: "Novda Edutainment" publishing house, 2023. [D.D.Baynazarova, M.E.Toirova Ona tili Umumiy o`rta ta'lim maktablarining 4-sinf uchun darslik. –Toshkent: "Novda Edutainment" nashriyoti, 2023.]