

Characteristics of the Lessons of the Native Language

Nabijonova Feruza

Lecturer, Fergana State University, Uzbekistan, Fergana city

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ABSTRACT

In this article, the analysis of mother tongue knowledge taught to schoolchildren is scientifically researched.

INTRODUCTION

We know that the content of teaching the mother tongue in schools is adapted to the task that our state has set before the school at the current stage of society's development. These tasks are multifaceted, and their fulfillment is aimed at developing the minds of students, giving them ideological-political, moral, aesthetic and labor education. As a result of teaching the mother tongue, students are able to express their thoughts in a grammatically correct, stylistically accurate, meaningful way, following the tone, and to be able to spell it correctly. This task is a unique feature of the Uzbek language as a subject of study, and it is carried out in connection with general educational tasks aimed at forming the student as a person.

The content of the knowledge provided in the native language course is about the sound structure of the Uzbek language and the methods of expressing sounds in written speech (phonetic and graphic); about the change of words and the connection of words in a sentence (grammatical, that is, morphological and syntactic); about the morphemic composition of the word and the methods of word formation (about word formation); about the lexical-semantic group of words (lexicological); knowledge of the correct writing principles of the Uzbek language and the use of punctuation marks (orthographic and punctuation). This knowledge is manifested, firstly, in grammatical, phonetic, word formation concepts, and secondly, in graphic, orthographic, and punctuational rules. In addition, the Uzbek language course includes phonetic, graphic, morphological, syntactic and other skills and competencies.

LITERATURE ANALYSIS AND METHODOLOGY

In the process of language learning, work is also carried out on the formation of skills common to many other educational subjects. Such interdisciplinary skills in pedagogy include analysis, synthesis, abstraction, generalization, grouping, comparison. Properly working on the formation of

these skills in students provides an opportunity to activate their educational activities and successfully acquire knowledge. Special skills and cross-curricular skills are formed in the educational process without separating from each other[1, 23]. The knowledge to be imparted and the special skills to be developed by students are recorded in school programs and state education standards. For learning in primary classes, knowledge was chosen that would provide a basis for conscious mastery of the language and the formation of graphic and spelling skills in students. In the field of phonetics and graphics, students acquire knowledge that allows them to correctly understand the sound composition of a word, the characteristics of vowels and consonants, the importance of sound in a word in differentiating its meaning, as well as It is possible to consciously determine the ratio (connection) between the sound and graphic form of z, to write the word correctly. From the field of morphology, knowledge of great practical importance was selected for conscious assimilation of the word and its correct use.

RESULTS

Elementary school students learn word groups (noun, adjective, number, pronoun, verb) at different levels. From syntax to the program, the knowledge about the sentence as a speech unit, the connection of words in the sentence, and the primary and secondary clauses is included. Regarding the morphemic structure of the word, the important signs of each morpheme, their importance and their influence on each other in the word, in the amount necessary for elementary school students to understand and use them to write words correctly given The "Vocabulary" section is not provided separately in the program, but students will learn about the lexical semantic groups of words (synonyms, antonyms), their lexical meanings in the process of studying word groups and word structure. . The elementary school mother tongue course in grades 1-4 is designed taking into account the interrelated study of all aspects of the language, elementary knowledge of phonetics, vocabulary, grammar, and word formation is given in each grade. Such a construction of the course requires studying all aspects of the language as a whole phenomenon that interacts with each other. Such an approach to language learning allows to direct the educational process to solving the task of developing students' speech. The "Grammar, spelling and speech development" section of the program includes the following parts in each grade: "Sounds and letters", "Word", "Sentence", "Connection" speech". The main topics are studied in all four classes based on the principle of stepwise consistency. Leading topics are allocated in each class. In the 1st-2nd grade, a great place is given to the study of topics related to phonetics and graphics, because students master the process of reading and writing. In the 3rd grade, it is important to study the morphemic structure of words and sentences. On the basis of knowledge about word formation, students develop a conscious attitude to the lexical meaning of a word and its use in speech. In the 4th grade, the study of word groups is given priority (morphological knowledge is deepened, the skills of correctly writing possessive and agreeing nouns, adjectives of verbs are formed). Work on connected speech is carried out on a planned basis in connection with the study of grammatical and orthographic materials for four years. In native language classes, language phenomena are studied in terms of their meaning (semantics), construction, and function.

Since the day of independence, the Republic of Uzbekistan has put the policy of reforming the society on the agenda. As in all areas, the policy of reforming the education sector has been consistently implemented. The new version of the State Education Standard for primary education also came out as a result of the experiences during the period of independence. He is playing a programming role in creating a new generation of primary education textbooks and methodical manuals. Primary education in the "Introduction" part of the State Education Standard "The primary education process helps to form a child's ability to think logically, intellectual development, worldview, communicative literacy and self-awareness, to be physically healthy, to feel the beauty of material existence, able to enjoy beauty and elegance, learn to absorb and honor national traditions, and to follow them," it was emphasized. The implementation of such requirements for primary education requires a clear definition of the content of education, a new approach to teaching. As stated in the state education standard, "requirements imposed by the state and society at the stage of

primary education" is full of reciprocity, proportionality and harmony in the fields of education. must be mounted. In this regard, setting the standard of primary education allows to modernize the content of the educational process and the content of the components of the same content, to use new, modern pedagogical technology in the process of primary education.

The content of mother tongue education in primary grades is determined based on the requirements for this stage of education. "The Law on Education" states that "Primary education is aimed at forming the foundations of literacy, knowledge and skills necessary for general secondary education". Based on this, the following are defined as the goals and tasks of mother tongue education in primary grades: to expand the child's thinking activities, to be able to think freely, to understand the opinions of others, to express one's own opinion orally and in writing to be able to express, to develop the skills and abilities to freely communicate with members of society, to teach to express one's opinion in a literate and logical manner, to express the signs of written speech in pronunciation, to express the text formation of reading skills, increasing the speed of reading, achieving the mastery of reading comprehension typical for this stage of education, mastering the following skills set for written expression of thought, logical thinking expressed in consistency, relevance and perfection of the description, the level of use of language means of expression in the description, achieving spelling literacy.

Implementation of these is the task of subjects in the cycle of mother tongue education, that is, teaching literacy, reading and mother tongue. Fulfillment of these tasks largely depends on the correct definition of educational content[2, 56]. Only if the content of mother tongue education is clearly and scientifically correct, the requirements set forward will be fully met. It is known that the content of the mother tongue education specified in the DTS is expressed in the program and textbook based on specific topics and language materials. One of them is the executor of the other, and it is necessary that they correspond to each other. Connecting the learning of grammar, word formation, spelling materials with the development of speech is the management of students' mental activity.

The process of developing children's speech is related to the development of their thinking. The mother tongue lesson is evaluated depending on the goal of working on the development of students' thinking. In this, it is understood that in the process of learning specific grammatical and spelling material, conducting exercises that ensure better mastering of this material and require mental activity. For example, in order to form the concept of "cognate words", it is necessary to know the comparison of the lexical meaning and morphemic structure of words (the commonality of their meanings and the presence of the same root in them). In order to develop students' thinking, when the teacher prepares for the lesson, he chooses the types of tasks, determines the material of the lesson and the mental activity exercises that the students will perform in mastering it.

DISCUSSION

The theoretical knowledge provided to the students allows them to use the language consciously. Emphasizing theory means paying attention to students' understanding of the connections between language phenomena, even if only in a rudimentary way. If elementary school students know such a connection, why is it so? they can find an answer to their question. For example, "Why is the word "notebook" formed by the suffixes of agreement and possession, and the word "read" by the suffixes of Person-Number?". The usefulness of mother tongue lessons includes conducting oral and written work in class, checking and monitoring students' academic work, preventing and correcting mistakes in time, and using technical tools. such factors have a great influence.

CONCLUSION

By teaching elementary school students the elements of the science of the mother tongue, written speech begins to form in children, the understanding of literary language standards expands, and their practical application begins to form. Writing technique develops. Speech devices will improve. They begin to reflect on the differences between spoken and written speech and actually begin to

consciously learn how to pronounce words correctly.

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