



THE SAME GOES FOR ORGANIZING ELEMENTARY SCHOOL NATIVE LANGUAGE CLASSES SPECIFICITY

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Annotation:

The article in the section describes the advantages and problems of non-traditional lessons in language lessons for primary school, the use of modern teaching techniques in educational systems, the definition of methods of teaching students who provide multimedia services.

Keywords: native language lessons, modern technology, non-traditional lessons, creative thinking, educational games.

Reforms in bringing the education system to a new level of quality in our country have helped to increase the need for students to acquire knowledge in the basics of the native language, spiritual and moral qualities based on basic national and universal values, labor. There is a need to improve the pedagogical approaches to the organization of creative activities of primary school students, creating the necessary conditions for the formation of their skills, creative thinking and conscious attitude to the environment.

One of the most important tasks is to organize primary school mother tongue lessons on the basis of the most effective advanced technologies, taking into account today's requirements. To do this, first of all, it is necessary to know and understand the essence of pedagogical technology. One of the main tasks is to replace the outdated technology of the pedagogical process with a new one, to approach the modern school in accordance with the requirements of the time, and to introduce a project of new methods in the classroom. The advantage of the new pedagogical technology is that it has stood the test of time and has attracted the attention of the public, emphasizing that the interactive lesson is a guarantee of success. We all know that for all educators to learn about the main types, features, theoretical foundations of modern pedagogical technologies, guidelines for their effective use in practice, the process of the mechanism of introduction of modern pedagogical technologies in the educational process and putting it into practice has become a requirement of today. The process of primary education is to develop the child's ability to think logically, mental development, worldview, communicative literacy and self-awareness, to feel the beauty of material



existence, to be physically healthy, It teaches to enjoy the elegance and sophistication, to absorb and respect national traditions, to follow them.

The role of mother tongue and literature in general secondary education is invaluable. The main goal of the science of mother tongue and literature is to develop a person who is logical and free-thinking, broad-minded, creative and artistic thinking. As our scholars say: "All the virtues of the world permeate the human heart, first of all, with the unique charm of the mother tongue." Therefore, the ideas of eternal love for the motherland, patriotism, humanity are realized, first of all, in the process of teaching students the native language. This is a testament to the responsibility of the mother tongue and literature teacher in the development of the younger generation. After all, the lesson is sacred! So, the goal is the same, and that is to improve the quality of education provided to students, to form in them a communicative potential, to confidently continue the future of our country, which has its own opinion, its own word in independent life. It is about educating young people who strive for higher goals.

There are several methods used in the organization of lessons in the primary grades in general secondary schools. However, their structure depends largely on the purpose of the lesson. From a pedagogical point of view, the content of working with primary school students in the structure of the lesson is, firstly, the organizational part of the lesson, secondly, defining the goals and objectives of the lesson, thirdly, generalization and systematization of teaching materials, and fourthly, the end of the lesson and need to focus on homework.

The complexity of the organization of primary school lessons is that it is necessary to clearly define the teaching materials, to distinguish the main idea, concept, rule, and the corresponding exercise tasks. For example, in a lesson, the possessive, the participle, the secondary parts of speech are repeated. Due to time constraints, it is not possible to comment on each of them. Therefore, in the selected exercises and tasks, the components of speech should be interrelated.

The teaching process focuses on the educational aspect of the lesson. In this case, the learning materials will be more relevant to the events, facts and facts. One of the unique features of the lesson on the systematization and generalization of the content of pedagogical cooperation in the primary grades is that the teacher understands and manages the learning activities of students. Basically, the materials of each subject are studied in chapters, sections, sections and individual topics. Generalization lessons are divided into components that help to summarize the material studied, to understand the connection and integrity



between them. This shows that students develop cognition, imagination, logic, worldview, and the ability to perform complex tasks.

Proper organization of primary school lessons is based on a deep understanding of pedagogical goals and objectives, adherence to didactic rules and the main objectives of the lesson, and the focus on the implementation of educational, pedagogical and developmental tasks in each lesson.

The effectiveness of mother tongue education in primary school is based on the correct choice of teaching methods, the practical direction of the subject "Mother tongue", which encourages more students to think in the educational process. The use of learning tasks is related to the use of forms of lessons that create the need for students to learn.

Educational games are the decisive factor in turning the student into a subject of the educational process. Didactic games in the native language encourage the student to explore, to be creative, to determine the nature of the studied language phenomena, to draw judgments and conclusions. Educational games give each student the opportunity to express themselves, to defend their ideas, to complete the task with enthusiasm. The positive qualities that need to be nurtured in each person: agility, sensitivity, resourcefulness, alertness, perseverance, knowledge, independence, entrepreneurship, creativity, etc. are often formed through educational games.

Educational games in the native language may require the restoration and repetition of previously acquired knowledge only in memory, the application of this knowledge in part in new conditions (unfamiliar conditions) and in a completely new environment. In the classroom, it is necessary to focus not only on the same game - assignments, but also on more creative games - assignments. After all, if we do not teach students to think, to think, to write texts, the important requirement for modern lessons will not be the development of the individual. The teacher quickly adapts to the direction in which he works with students of primary school age.

Involvement of students in science, the development of their abilities requires a small class teacher skill, originality, childhood. should be used effectively. Working on creative assignments gradually becomes more complex as children age and their level of knowledge increases. When a child first enters school, he or she comes with a certain vocabulary. Although he or she uses many words in the family and in kindergarten, he or she still does not fully understand their meaning.



children with more than a year of experience, who will be able to draw independent conclusions in the classroom.

Renowned psychologist V.A. According to Krutesky, during this period they asked themselves "Why is this?" - "Why study this?" will be able to ask the question. During this period, they asked, "Why do we need to know our native language?" can answer the question. They begin to realize that the study of their native language expands the scope of their oral communication, opens a wide way for them to study fiction and scientific literature. It is known that education in primary school, first of all, creates favorable conditions for the development of mental processes. They contain a lot of individual mental features, such as intuition, perception, memory, thinking.

Primary school students differ from children of other ages in the accuracy, purity and sharpness of their perceptions. They look carefully at each language material taught and quickly accept the words encountered during the lesson. Their desire to learn their mother tongue is growing. At this age, the critical thinking that begins to take shape in students is much sharper. Sometimes children of this age also notice small details that are left out of the attention of adults. Therefore, the teacher should pay special attention to the composition and development of selectivity in the classroom.

Another feature of students' perception in the primary school is its diversity, bright colors, vivid images and richness of emotion. That is why at this age student like colorful pictures, emotional pictures. However, it should be noted that excessive color pictures make the child tired and bored with frequent pictures. Therefore, it is not advisable to fill the textbooks "Mother tongue" for grades 2, - 3, -4 with too many pictures. When it comes to students' learning, it is important to keep in mind the importance of attention. Because a child's main focus is not just on play, but on learning.

In short, each educational process raises its level of quality with its richness of modern technologies and innovative approaches. Today, the child lives in the age of technology. That's why it's hard to surprise and interest them easily. Therefore, the right choice of technology in the classroom, its application in practice, not only creates the conditions for an interesting lesson, but also reaches the child's mind and can be a solution to such a pressing issue as improving the quality of education.



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