



TYPES OF LESSONS ON THE METHODOLOGY OF TEACHING THE NATIVE LANGUAGE FOR FUTURE PRIMARY SCHOOL TEACHERS AND THE REQUIREMENTS FOR THEM

Burkhanov Zavkiddin Sherali oglu

Researcher of Jizzakh State Pedagogical University

Abstract

This article covers the types of lessons on the methodology of teaching the native language for future primary school teachers, their content and methodological requirements for their organization. Also, the role of innovative approaches, interactive methods and a competency-based approach in the lesson process is analyzed.

Keywords: Lexicon, morphemics, ideological-political, moral, aesthetics, grammar, subject.

Introduction

A primary school teacher is a person who introduces children to the world of knowledge at the initial stage of their education, shapes their speech, thinking, and worldview. Therefore, it is of great importance to thoroughly teach future teachers the subject of "Methodology of Teaching the Native Language" in the higher education system. Through this subject, students acquire not only theoretical knowledge, but also practical skills. Proper organization of lessons and setting scientific and methodological requirements for them is an important factor in the formation of teaching qualifications.

The content of teaching the mother tongue is adapted to the tasks set by our state for schools at the current stage of society's development. These tasks are multifaceted, and their implementation is aimed at developing the consciousness of students, providing them with ideological and political, moral, aesthetic and labor education. As a result of teaching the mother tongue, students develop the skills to express their thoughts grammatically correct, stylistically clear, meaningful, in tune, and to write them correctly in spelling. This task is a specific



feature of the Uzbek language as a subject of study and is carried out in connection with general education tasks aimed at forming the student as a person.

The main part.

The content of the knowledge provided in the native language course is knowledge 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, i.e. morphological and syntactic); about the morphemic composition of a word and the methods of word formation (word formation); about the lexical-semantic group of words (lexicological); about the principles of correct writing 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, punctuation rules. In addition, the Uzbek language course also includes phonetic, graphic, morphological, syntactic and other skills and qualifications. In the process of learning a language, students also work on developing skills common to many other subjects (cross-curricular skills). In pedagogy, such cross-curricular skills include analysis, synthesis, abstraction (imagining language phenomena), generalization, grouping, comparison, etc. Purposeful work on the formation of these skills in students will activate their educational activities and enable them to successfully acquire knowledge.

Special skills acquired from the mother tongue course and interdisciplinary skills are formed in the educational process without separating from each other. The knowledge acquired and the special skills acquired by students are recorded in the school programs and the state educational standard. For study in the primary grades, knowledge was selected 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 specific characteristics of vowels and consonants, the importance of sound in distinguishing meaning in a word, and they are also given the opportunity to consciously determine the relationship (connection) between the sound and graphic form of a word, and to write a word correctly. From the field of morphology, knowledge of great practical importance for the conscious acquisition of words and their correct use has also



been selected. Starting from the 1st grade, elementary school students study word classes (noun, adjective, numeral, pronoun, verb) at different levels.

The program includes knowledge about the sentence as a unit of speech, the connection of words in a sentence, primary and secondary parts. The morphemic structure of the word is given in the amount necessary for elementary school students to understand the important features of each morpheme, their significance and interaction with each other in the word and use them to write words correctly. The program does not provide a separate section "Vocabulary", but students receive information about lexical-semantic groups of words (synonyms, antonyms), their lexical meanings in the process of studying word groups and word structure. The primary school native language course is designed taking into account the interconnected study of all aspects of the language, and elementary knowledge about phonetics, lexis, grammar and word formation is provided in each class. This course structure requires studying all aspects of language as a whole, interacting phenomenon. This approach to language learning allows you to direct the educational process to solving the task of developing students' speech. The section "Grammar, spelling and speech development" includes the following sections in each grade: "Sounds and letters", "Word", "Speech", "Connected speech". The main topics are studied in every four grades, based on the principle of phased consistency. Leading topics are allocated in each grade.

In grades 1-2, a great deal of attention is paid to the study of phonetics and graphics, as students master the process of reading and writing. In grade 3, the study of the morphemic composition of words and sentences is important. Based on knowledge of word formation, students develop a conscious attitude to the lexical meaning of words and their use in speech. In grade 4, the study of word classes is given priority (morphological knowledge is deepened, skills are formed to correctly write possessive and declension suffixes of nouns, and accusative suffixes of verbs). Work on connected speech is carried out on a plan for four years in conjunction with the study of grammatical and orthographic materials. In native language lessons, language phenomena are studied in terms of their meaning (semantics), structure, and function. Since the Republic of Uzbekistan gained independence, it has put the policy of reforming society on its agenda. As in all areas, the policy of reforming the education sector has also been consistently implemented. The new edition of the State Educational Standard for Primary Education also appeared as a



result of the experiences of the period of independence. It serves as a programmatic tool for creating a new generation of primary education textbooks and methodological manuals. In the Introduction to the State Educational Standard for Primary Education, it is emphasized that “The process of primary education teaches the child to form the ability to think logically, develop intellectually, worldview, communicative literacy and self-awareness, to be physically healthy, to feel the beauties of material existence, to enjoy beauty and elegance, to assimilate and respect national traditions, and to observe them.”

The implementation of such requirements for primary education requires a clear definition of the content of education, a new approach to teaching. As noted in the State Educational Standard, at the stage of primary education, the requirements set by the state and society should be fully consistent, proportional, and harmonious in terms of educational areas. In this regard, the establishment of a primary education standard allows for the modernization of the structure of the educational process and the content of the components of the same structure, the use of new, modern pedagogical technologies in the process of primary education.

The purpose and objectives of mother tongue education in primary grades

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 obtaining general secondary education." Based on this, the following are defined in the DTS as the purpose and objectives of mother tongue education in primary grades:

1. ...to develop the child's thinking skills, the ability to think freely, understand the opinions of others, express his/her own thoughts orally and in writing, and communicate freely with members of society.
2. ...to teach him/her to express his/her thoughts competently, observing logical consistency.
3. ...to form the skills of expressing written speech in pronunciation, reading text expressively.
4. To increase the reading speed, to achieve the mastery of reading fluency typical for this stage of education.
5. To acquire the following skills established for expressing thoughts in writing:
 - a) logical consistency of thought;

- b) correspondence and perfection of the description to the topic;
- d) the level of use of expressive language in the description;
- e) achieving the acquisition of grammatical literacy⁸.

This is the task of the subjects in the mother tongue education cycle, namely literacy, reading, and the mother tongue.

The fulfillment of these tasks largely depends on the correct definition of the content of education. Only when the content of mother tongue education is clearly and scientifically and theoretically correctly defined, the requirements set forth will be fully met. As is known, the content of mother tongue education specified in the State Standard is reflected in the program and textbook on the basis of specific topics and language materials. They should be the executors of each other and be in harmony with each other. In conclusion, it can be said that the content of mother tongue education in primary school is being improved based on many years of observations, experiences, and analysis of experimental results of methodologists. In particular, special attention is paid to the practical importance of teaching the mother tongue.

Types of native language lessons in primary grades and requirements for them.

General classification of the lesson. A lesson at school is the main form of organizing the educational process. A lesson is the most convenient and necessary factor in the implementation of education.

The general requirements for the lesson are as follows:

1. Educational goal. Each lesson should give the student some knowledge. This is the main goal of each lesson.
2. Educational goal. This means raising a complete person in all respects.
3. Didactic requirements. This means that the teacher must organize the lesson correctly: correctly determine the goals and type of the lesson, correctly choose the methods of delivering this or that material to students in the lesson, determine the forms of testing and assessing students' knowledge.
4. Psychological requirements. This requirement implies that it is of great importance to know the character traits of the teacher. Only a teacher who knows the psychological traits of his students well can organize a full-fledged lesson.
5. Hygienic requirements. This means caring about the health of students. There should always be enough light and fresh air in the classroom.



Like other subjects, the effectiveness of teaching the native language directly depends on the quality of the lesson. The general didactic requirements for the lesson are widely covered in pedagogical literature. If they are applied to teaching the native language and methodological clarifications are introduced, the requirements for native language lessons will be as follows:

Providing new knowledge, applying it to speech practice and educating students is a whole process. It is necessary to pay special attention to the organization of students' educational activities in the lesson, the ideological-political, aesthetic and artistic value of the language material used, and the formation of elements of worldview in children in the process of learning the language. The necessary moral qualities are brought up only in lessons where an atmosphere of creative research is created. In native language lessons, it is necessary to cultivate love for the Uzbek language and a careful attitude to the word special attention is paid to. For this, the text is carefully selected. In the process of learning the language, a large place is given to lexical and methodological work. Along with poetry and simplified texts, high artistic texts are also used in the lesson. The process of teaching the native language is aimed at forming the foundations of a scientific worldview in students. Native language lessons also cultivate the qualities of resourcefulness, independence, and initiative necessary for each person.

The clarity and internal logic of the lesson, its goal-orientedness are very important. The content of the lesson in which new material is taught and the logically studied language phenomenon and its linguistic essence influence each other to a certain extent. It is important for the teacher to know this relationship and gradually reveal it during the completion of tasks together with the students. If the lesson sets itself the goal of consolidating grammatical knowledge and forming spelling skills, the logical conditions of the lesson reflect a system of exercises that are gradually becoming more complicated. One or two exercises are performed collectively so that children can better understand and learn a spelling rule. As students become more independent, they work on the exercise independently. The nature of the skill that forms the connection between the exercises performed in the lesson also plays a role. The relevance of the educational material to the topic and the purpose of the lesson ensures its goal-orientedness. All teaching materials used in the lesson (including materials selected for observing language evidence, spelling, and speaking exercises) should be highly relevant to the purpose of the lesson.



Conclusion

In conclusion, the effective organization of lessons on the methodology of teaching the native language to future primary school teachers, the correct selection of their types and the precise definition of methodological requirements for them are important in improving the quality of education and teaching competence. If the student's activity, independence and creativity are ensured in each lesson, they will be able to successfully apply advanced pedagogical approaches in their future work.

References

- 1.Yembergenova A.A. Methodology for improving the spelling literacy of primary school students in native language classes (on the example of schools where education is conducted in the Karakalpak language) Ped. fan. fal. (PhD) doc. ... diss. abstract. – Nukus.: 2023. – 52 p.,
- 2.Azimova I., Mavlonova K., Kuronov S., Tursun Sh. Native language and reading literacy. Textbooks for grades 1-2-3-4. –T.: 2021.-118 p.,
- 3.Ikromova R., Gulomova Kh., Yoldasheva Sh., Shodmonkulova D. (For primary education) Native language. Textbook. –T.: Teacher, 2020. – 158 p.,
- 4.Akhmedova M.E., Rasulova G.K., Hamroyev G.H., Kuranbayeva X.A. Native language and reading literacy methodology. Textbook. “Zukhra Baraka Business” LLC. -T.: 2023. – 298 p.