

METHODS OF ORGANIZING STUDENTS' INDEPENDENT WORK IN PRIMARY GRADE MOTHER TONGUE LESSONS

Ochilova Yulduz Zarif qizi

Iqtisodiyot va pedagogika universiteti NTM talabasi

Abstract

The ability of our young people to think independently and freely depends on how they are educated at school. Independent work helps students to work on themselves, to be smarter and more responsive [2]. To do this, it is necessary to prepare the student mentally, to convince him that he can do the desired work. In this case, the child controller is also responsible. He or she should recommend thoughtful, targeted, and sustained exercise. In this article, some areas of independent work of students in primary grade mother tongue lessons are considered.

Keywords: Independent work, education, purpose, speech, analysis, task, theoretical and practical exercise, interactive methods, visual aids.

Introduction

The calls of the President of the country Sh. M. Mirziyoyev "We will mobilize all the forces and capabilities of our state and society so that our young people can become independent-thinking, highly intellectual and spiritual potential, develop and be happy with their peers on the world scale" One of the urgent tasks of our day is education of individuals with high intellectual and spiritual potential, self-sufficient[1]. The ability of our young people to think independently and freely depends on how they are educated at school. Independent work helps students to work on themselves, to be smarter and more responsive. To do this, it is necessary to prepare the student mentally, to convince him that he can do the desired work. In this case, the child controller is also responsible. He or she should recommend thoughtful, targeted, and sustained exercise.

At this point, I would like to draw your attention to the issue of organizing independent work of students in primary school mother tongue lessons.

In primary education, the teacher should take into account the students' capabilities, age characteristics, interests. One of the conditions for the mental development of boys and girls is the complete "memorization" of tasks. With an understanding (imagination) of the purpose of the work to be done, special attention is paid to defining its plan and choosing a method of work, independently identifying and correcting mistakes. In order for students to quickly and correctly complete tasks, it is advisable to choose convenient methods, ask guiding questions, and recommend key words.

When consolidating a new topic in primary grade mother tongue classes, it is important for students to do independent work on the topic. Because, if the grammatical concept of the rule and the topic is not done independently after the students are taught, it creates difficulties for the students to perfectly learn and master the taught rules and grammatical concepts.

In the 2nd grade native language textbook, exercises are given to be completed by students to reinforce the new topic being studied. By doing these exercises, the new theme will be strengthened. However, if the teacher completes the reinforcement part of the lesson by creating tasks that allow students to independently perform additional exercises on a new topic, they will be able to quickly and consciously master the new topic and improve their skills of independent work[2].

To do this, the teacher can organize test work on a new topic under study. Students work independently through the test and choose one of the answers to the questions as the correct answer. After students have completed their tests independently, of course, the completed work must be checked and evaluated by the teacher. In addition, students can use a variety of handouts, such as thematic cards, to organize their independent work. The method of working with postcards also gives effective results in reinforcing a new topic by students.

To test and analyze the benefits of doing additional topic independent work in elementary grades, we tried to do two additional topic independent work in order to reinforce it after passing the topic in the classroom. The topic was thoroughly mastered by the students. We explained grammatical concepts about the topic to our supervised class using some examples, tried doing the activity given in the textbook, but did not do additional independent work on the topic. As a result, it

was a little difficult for us to explain the rule on topic to our readers. The process of giving grammatical concepts took some time.

When we asked questions to determine whether students had mastered the topic, the answers to the questions did not yield the result we expected. We witnessed that 40% of the students covered the subject. This means that in mastering a new topic and strengthening it by students, of course, additional independent work on the topic needs to be done.

When we did additional independent work on the topic while reinforcing the new topic in the students, we achieved the following results; The new subject was fully absorbed by the readers; tested the theory in practice;

- 1.Theory is linked to practical exercise;
2. Grammatical concepts formed in students are strengthened through practical independent work;
3. The skills of independent training of students have been formed;
- 4.Pupils have developed skills on how to do home-given independent work.

In primary grades, independent work on the topic plays an important role in the educational process, mastering and consolidating a new topic. Pupils must first do independent work under the supervision of the teacher. This is because when a topic related exercise is being done for the first time, students may incorrectly complete the exercise. When the first and second independent work is done under the supervision of the teacher, sometimes with his assistance, the exercise is done correctly, rules are drawn by questioning the words in the exercise, the practical exercise is connected with theory.

The use of interactive methods in independent work increases students' attitude towards the lesson and increases their interest in additional independent work. The main thing is that students develop grammatical concepts. In the process of independent work in the classroom, students act freely, think freely, and are able to express their attitude freely to the exercise being performed.

The non-traditional method of teaching means abandoning the old tradition, organizing the lesson in a new way, with students actively participating, not more teachers. The use of visual aids in the course process strengthens the possibilities of mastering the topic, memory retention. Handout cards, handout test materials greatly help students to work (individually) independently, independently answer or answer a question on the card in a team way, summarize team opinions.

Therefore, we organized our test-based lessons using non-traditional classroom methods. As much as possible, we used visual aids, handouts, and in almost all repetition lessons we effectively used interesting games.

Young children, especially elementary school students, were interested in playing games. We tried to use these features of them to organize the exercises given in the textbook in a competitive way as part of strengthening the new topic. During the lesson, we became convinced that the effective and effective use of didactic game types is the key to mastering.

CONCLUSION

Since the achievement of the maximum mental development of the younger generation by arming them with modern science is one of the most important tasks facing secondary schools, the importance of extracurricular work in the subject of the mother tongue in primary grades is of great importance. In primary education, independent work on the subject "Mother tongue" is an important tool for arming students with knowledge, qualifications and skills. And knowledge is transferred to the activity of the child through these independent activities and is thoroughly mastered. The knowledge acquired through independent work becomes the product of the student's practical activity, and he can use this knowledge wherever he wants: both in familiar and unfamiliar conditions.

References

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