



## **ORGANIZATION OF EXPERIMENTAL WORK AND ITS EFFICIENCY LEVEL**

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### **Abstract**

This article covers the development of speech of primary school students in native language lessons, increasing vocabulary and improving the effectiveness of education through the use of educational tasks. The results of experimental work are analyzed, the role of interactive methods, educational games and methods of working on the vocabulary in the formation of students' oral and written speech is scientifically substantiated. It is also noted that lessons based on research tasks develop students' independent thinking, logical thinking and creative approach.

**Keywords:** Speech development, vocabulary, interactive methods, primary education, work on the dictionary, effectiveness of teaching, learning tasks, speaking, written speech, independent thinking, creative thinking, pedagogical technologies, educational games, work with synonyms and antonyms.

### **Introduction**

Today, the reforms being carried out in the education system are significant as they are aimed at intensifying the educational process of students, developing their independent thinking, the culture of speech and the development of creative thinking. Especially the primary<sup>1</sup> education stage is the basis of personality development, and it is during this period that students develop speech activity, logical thinking, accurate and fluent expression of thought. For this reason, one of the most pressing pedagogical problems is the effective organization of native language lessons in primary grades, increasing the vocabulary of students and developing their speech. It is known that education of the mother tongue enriches not only the grammatical knowledge of students, but also forms their thinking

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<sup>1</sup>Ishmuhamedov R., Yuldoshev M. Innovative pedagogical technologies in education. — Tashkent: Science and technology, 2019.



culture, worldview.<sup>2</sup> Through language, a person expresses his opinion, understands the environment, enters into social relations. Therefore, in the process of primary education, the development of students' oral and written speech, teaching them to understand the meaning, application and significance of words is an important pedagogical task. Practice shows that in traditional modes of lessons, the transfer of theoretical knowledge alone is not enough for the development of students' speech. The use of methods in which students actively participate, encourage independent research, and activate the thinking process significantly increases the effectiveness of teaching. Lessons organized especially through interactive methods, educational games, work on the dictionary, and partly exploratory tasks expand students' vocabulary, develop the culture of speech and form the ability to think <sup>3</sup>independently.

The process of speech development and vocabulary development in primary school students should be systematic and goal-oriented. In this process, the teacher must create pedagogical conditions, taking into account the age characteristics of students, the level of psychological development and individual abilities. In particular, working on meaningful, contradictory and formative types of words in the classroom, composing texts, creating stories, working in groups, using questions and answers and problem situations can effectively improve students' speech competence. This article discusses the role of interactive methods and learning tasks in the development of students' speech, vocabulary and effectiveness in teaching in primary grade native language lessons. It also analyzes the effectiveness of the methods used on the basis of experimental work and gives practical recommendations for the formation of students' oral and written speech.

Although interactive methods are essentially a methodological system that provides for the greater use of students, their application to the educational process is performed by the teacher. Therefore, the purpose of teaching mother tongue in primary grades of secondary schools is to identify updates in the assessment of students' knowledge and skills competencies.

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<sup>2</sup> Gulyamov A., Yuldoshev J. Methods of teaching the mother tongue. — Tashkent: Teacher, 2020.

<sup>3</sup> Azizkhodjaeva N. Pedagogical technologies and pedagogical skills. — Tashkent: TSPU Publishing, 2018.

For experimental testing, 3rd grade students of secondary school No. 29 in Karshi city were involved. Knowledge, skills and competencies of students in their native language were assessed with the help of questionnaires and tests, written work, oral question-and-answer.

In order to ensure that the results of the experiment were accurate, classes (as experimental and control classes) were selected with almost equal knowledge of the native language. One of the main requirements for the selection of such classes was the emphasis on the learning assignments that teachers give students in the classroom in the experience and control classes.

At the beginning of the experiment, we conducted a questionnaire to determine the level of development of students' vocabulary and speech in their native language. Students in both grades on the questionnaire:

2 – "A" class was conducted between the control group and the 2 "B" class experimental group.

The majority of the survey was focused on finding an independent word.

For each question, a person can give 3 or more examples – 3 points, if he can give 2 examples – 2 points, if he can give only 1 example – 1 point, and if he cannot count at all – 0 points. Accordingly, from 24 to 30 points - high level, from 15 points to 21 points - medium level and below 15 points - lower level. The results were as follows:

**2.3. 1. Table. The degree of formation of students' speech at the beginning of the experiment**

No	Reader Responses					
	High		Medium		Bottom	
	Number	percentage	Number	percentage	Number	percentage
Tajriba guruhi	6	19%	6	21%	18	60%
Control Group	5	18%	6	23%	17	59%

The analysis of the results shows that it is difficult to achieve high results only in terms of giving theoretical knowledge or enriching the speech of students without connecting theoretical knowledge with life.

The main purpose of the pilot work is to develop methods of working on educational tasks and methods for organizing and improving the native language



teaching activities of primary school students. It is also the use of a variety of non-traditional teaching methods to improve the effectiveness of students' ability to put their theoretical knowledge into practice based on partially research-based learning tasks.

In order for students to form their oral and written speech, correctly pronounce each word in our speech, to understand the significance of words in our speech, it was possible to choose an independent text, choose a title for the text and work on the meaning of each word highlighted in the text.

Find and select words that indicate the name, sign, movement of the subject during interrogation in order to guide students to research; to form a compound or sentence from mixed words; draw up a sentence or a small story based on key words and pictures; Effective technologies were used, such as collaboratively completing tasks in small groups.

To deepen the skills of teaching students to work on a dictionary: 1) interpret the meanings of given words: homeland, earth, comrade, face, worker, etc.; 2) Interpretation of the meanings of the given words mard-march, yod-yat, king-shah: Mard – brave, March – the name of the month; memory, memory, memory; Like a king, like a branch; 3) finding opposite meanings of given words: like good, white, friendly, big, high; 4) exercises such as grouping and comparing given words were used.

The tasks listed above create general conditions for the formation of children's vocabulary. Indeed, in the process of primary education, the role of classes in reading, native language, extracurricular activities in improving the vocabulary of young pupils is fragmentary. To improve the effectiveness of education, systematic planning of the pedagogical process, orderly provision of teaching materials and active participation of students is necessary<sup>4</sup>.

In order to increase the vocabulary of students in the learning process, as well as develop their oral and written speech, provide them with scientific and theoretical knowledge, initially, we started with the creation of pedagogical conditions. Therefore, we aim to carry out the following tasks for the development of oral and written speech skills and vocabulary of young school students:

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<sup>4</sup> Ziyomuhamedov B. Ways to increase the effectiveness of education. — Tashkent: Akademnashr Publ., 2019.

Imparting knowledge of the meaning of words to pupils of primary school age;  
 deepening the knowledge absorbed by students;  
 formation of independent creative thinking skills as a person of logical speech;  
 Development of written speech, the ability to correctly express an opinion in a situation;  
 instilling in students a deep respect for creative inquiry;  
 Creating conditions for the formation of vocabulary of students - creating conditions;  
 Analyze the effectiveness of all lessons;  
 Achieve the relevance of each lesson, occupation to social life, etc.

We worked within the framework of the above goals and at the end of our research we achieved the following:

In order to thoroughly master the role of words in the clear and understandable expression of ideas in our speech, the qualifications to work on the meanings, shapers and contradictory meanings of individual words have been formed.

In the process of teaching students to work on vocabulary, four standards are used to determine the results of our experiments on improving students' oral and written speech and vocabulary:

1. The degree of independent and correct completion of learning tasks by students based on partial research.
2. The level of the ability to use independent methods of mental activity in analyzing educational material in the process of teaching students to work on vocabulary.
3. Thinking and drawing conclusions on the basis of partial research.
4. Acquired knowledge, level of ability to apply skills in practice.

**At the end of the experiment, the level of formation of students' speech**

No	Reader Responses					
	High		Medium		Bottom	
	Number	percentage	Number	percentage	Number	percentage
Tajriba guruhi	19	64%	7	24%	4	12%
Control Group	6	20%	6	22%	16	58%



The results obtained revealed that the efficiency in the experimental-test classes was significantly higher when compared with the control classes.

Below are examples of educational games: Words ball game that makes sense to given words (land, dream, brave, spoken). Students are asked to form sentences based on the words they are given. The first students who correctly complete the task are the winners of the game.

In the "Continue" game, students will have to independently find the rest of the proverbs given the heading.

**Proverbs:**

1. Avval o'yla,.... ..(keyin so'yla)
2. Bahil's Garden..... (invisible)
3. The lazy is not finished,..... (Summer comes, but winter doesn't end)
4. Do'sting ming bo'lsa ham oz,..... (Your enemy is even more than one)
5. Do'stsiz boshim - .. .....(unsalted soup)
6. Parent..... (Golden Wing)
7. When you do good, it is hidden,..... (Increase if you see good)
8. Goodwill-..... (half mole)
9. A good word is a soul word, a bad word.... (Thumbnail)

**Find a row where synonymous words are given.**

- A) Enlightenment, Affection
- B) cheerful, fit and capable
- D) Shallow-deep, behavioral

**Which line is given antonymous words?**

- A) yangi-eski, to'g'ri-egri
- B) Tejamkor-Isrofgar, G'alaba-Zafar
- D) tayyor-muhayyo, jahl-g'azab

**Conclusion**

The results of the study showed that the use of modern pedagogical approaches in the development of speech and vocabulary of students in primary school mother tongue lessons is important. The systematic organization of experimental work in primary education allows improving the effectiveness of the educational process



and an accurate assessment of students' knowledge and skills<sup>5</sup>. The use of interactive methods, educational tasks, educational games, systematic work on the vocabulary significantly increased the speech activity of students during the pilot work. The study found that one of the most effective tools in the development of students' oral and written speech was partially exploratory tasks, group work, creating problem situations, and working on the meaning types of words. Such approaches served to form in students such important competencies as independent thinking, logical conclusion, clear and fluent expression of opinion. Thus, planned and systematic experimental work in primary education serves to strengthen students' knowledge and skills, stimulate their active participation, and more perfectly organize the educational process<sup>6</sup>. The final results of the experiment showed that in lessons organized on the basis of interactive methods, the vocabulary of students expanded, the culture of speech developed, and the skills of practical application of knowledge were strengthened. The fact that higher results were observed in the experimental group compared to the control group confirms the effectiveness of these techniques. In general, the effective use of speech development through the use of tests and puzzles in primary grade mother tongue lessons ensures the effectiveness of improving students' vocabulary.

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