



Improving The Effectiveness of Primary School Mother Tongue Lessons

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ABSTRACT

The teacher should use simple and straightforward methods to increase the effectiveness of primary school mother tongue lessons. In addition to the scientific principle in the lessons, it is advisable to use thematic games, various multimedia programs. In doing so, the teacher should look for the equipment that students need as close as possible. Because elementary school students not only remember what is around them, but also find it easier to imagine.

Keywords:

Straightforward methods, elementary school students, curriculum and standards, educational process, native language.

The reforms in the field of education carried out in the years of independence in our country require the organization of the educational process on the basis of modern lessons that meet the requirements of the updated curriculum and standards. In other words, instead of boring lessons, there is a responsible approach to the organization of lessons, professional knowledge, methodological skills, responsible, well-versed in modern, interactive pedagogical technology, able to organize education on the basis of innovations. The demand for anthrax is increasing. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, the creativity of the teacher, who conducts direct theoretical and practical training, to achieve the expected main result, to provide deep and thorough knowledge, to achieve high quality mastery, It depends on the search, qualification, pedagogical skills, and in the educational center requires a student [1.42].

It is no secret that the level of knowledge of the native language of primary school students has long been of concern to all of us. The level of creative thinking is one of the main problems, especially for small school-age

students. We often think of a student as standing in the middle of a river looking for water. The river is full of water - a child's thirst. Our dictionaries are full of words, and the reader is short on words. This is primarily related to the content of mother tongue education. The content of education is reflected in curricula, syllabi and textbooks, as well as teaching aids. The effectiveness of mother tongue teaching is largely important and leading. Because effectiveness is first and foremost about what you teach your students. The answer to the question "How to teach" can be found only if the necessary knowledge of mother tongue education and the system of skills and competencies corresponding to this knowledge are correctly defined [2.29]. So, efficiency is directly related to these two factors in the first place.

The main purpose of teaching the mother tongue in the primary school should be defined as follows: creativity, independent thinking, correct and fluent expression of the product of thought in oral and written forms through the mother tongue in primary school students. should be formed. The main focus in mother tongue lessons is not on the grammatical structure of the language, but on improving

students' vocabulary, correct and appropriate use of words, the ability to express their thoughts in a contextual manner. 'i necessary. The main task in educating the younger generation is to teach them to speak clearly, intelligibly, effectively and beautifully in their native language. The task of educating students to be literate, able to express themselves correctly and freely, and to have a culture of speech is first and foremost done in the elementary education stage. A student who is fluent in speech and able to use the full potential of his / her language will, of course, master other subjects more easily and completely, and will have a greater desire for knowledge and culture [3.34].

Interactive methods and the use of pedagogical technologies in the educational process Today, the number of innovative technologies, interactive methods has increased significantly. Here are some of the pedagogical technologies and interactive methods that are common in educational institutions and can be applied to specific sciences and subjects taught.

"Step by step" technology.

The purpose of technology. Students (or learners) are encouraged to think freely, independently and logically, to work as a team, to research, to formulate theoretical and practical insights from them, to influence the community with their own ideas, to approve it, as well as to teach them to apply the knowledge they have acquired in interpreting the basic concepts of the subject.

Wheel technology.

The purpose of technology. To teach students to think logically in the classroom, to express themselves independently, to evaluate themselves, to work individually and in groups, to respect the opinions of others, to choose from a wide range of ideas.

Boomerang technology.

The method of "boomerang" is aimed at in-depth and holistic study of educational material, creative comprehension, free acquisition of educational material in one session. It is convenient for the study of topics of different content and nature (problematic, controversial, different content), including oral

and written forms of work. During each lesson, the educator, the pupil, the teacher, the student performs various tasks, in turn, in the role of a teacher or a student, an economist or an entrepreneur, a leader or an employee, gives the opportunity to score the required score. Boomerang (Boomerang - English "boomerang" - a person who throws a bent wooden or plastic ring (like a sickle) and develops oral presentation skills. At the same time, this method allows you to perform a number of tasks of an educational nature: teamwork, courtesy, kindness, adaptability, respect for the opinions of others, activism, the formation of leadership qualities, a creative approach to work, effective work interest in being, objective self-assessment. The basic concepts are as follows: Open-ended questions - these questions allow you to communicate, to continue the conversation. It is impossible to give a short, uniform answer. Closed questions - these questions involve giving correct, clear answers in the form of "yes" and "no" in advance. This method allows you to perform a number of tasks of an educational nature, namely:

- Skills of teamwork in future students;
- politeness, kindness; respect for the opinions of others;
- formation of leadership qualities; creative approach to work;
- interest in the effectiveness of their activities;
- such as objective self-assessment.

Cross-examination is a series of short questions that group together, which is a great opportunity to search for specific information and to determine the position of the opponents of the evidence and to make certain decisions.

The purpose of technology. Monitor and evaluate the mastery of handouts by students (or learners) individually and in groups, as well as through conversations and questions. Allow each student to complete their own grades throughout the course.

"Communication" technology.

The purpose of technology. The chosen topic is to identify students' opinions and attitudes towards the problem, to help them come to a common opinion and draw the right

conclusions independently, to allow them to discuss freely, to communicate and to communicate.

Debate technology.

It is sometimes advisable to organize discussions between students in study groups so that they can improve their relationships, get used to each other quickly, or get along well with each other. Because such discussions help students to sharpen their thinking, to determine their attitudes to life and various problems. Topics can be chosen and suggested by students.

The "National Program of Personnel Training" and the "State Education Standard" for general secondary education, which are applied to the educational process, clearly indicate the amount of compulsory knowledge that students need to know. In order to convey them to students, to direct students not only to a thorough knowledge, but also to independent reading and creative research, to develop the skills to develop their abilities, teachers use a variety of pedagogy on the basis of new pedagogical technologies. will be able to use forms and methods. The solution of complex problems of educating young people depends to a great extent on the ideological beliefs, professional skills, art, talent and spirituality of the teacher. it is difficult to imagine the future. One of the primary tasks of teachers is to mobilize all available resources for the diverse organization of the educational process [5.154].

The teacher should use simple and straightforward methods to increase the effectiveness of primary school mother tongue lessons. In addition to the scientific principle in the lessons, it is advisable to use thematic games, various multimedia programs. In doing so, the teacher should look for the equipment that students need as close as possible. Because elementary school students not only remember things around them, but also find it easier to imagine.

As proof of the above, we can cite some examples of non-traditional lesson games. Examples include games such as "Controller letter", "Find the next syllable", "Don't get lost in pronunciation", "Explain the characters".

1- The game "Find the next link" can be explained to students through a table.

Let's continue this game in the same way. Through this game, we can develop students' minds, teach them agility and right thinking.

2- Explain the game "Don't get lost in pronunciation" to students on the board. One of the students puts it on the board and the teacher says words that are different from what the teacher says. Student writes by hearing the words. It is checked by the teacher together with the students. Examples of such words are:

True	False
1. G'isht	1. G'ishd
2. Kitob	2. Kitop
3. Bog'cha	3. Boxcha
4. Shanba	4. Shamba.

In order to increase the effectiveness of mother tongue lessons in the primary grades, it is advisable for the teacher to be creative and use them correctly as a result of inventing various innovative play methods. Every boy and girl who steps on the threshold of school will be eager to learn every subject. It depends on the skill of the teacher to keep this passion alive. Our goal is the same - to teach the younger generation to find their own way in life.

The transition from traditional to non-traditional is achieved through the use of innovative methods in each lesson, which in turn awakens students' love for the lesson. It is also possible to use some of the proverbs from Erkin Vahidov's book "Soz latofati" to achieve such effectiveness in native language lessons.

Language is the main symbol of a nation.

There is a language, there is a nation,
There is no language, there is no nation.

Such proverbs increase students' respect and love for their mother tongue. Thus, the correct choice of the method of teaching the effectiveness of mother tongue

lessons in primary school, based on the practical direction of the subject "Mother tongue", encourages students to think in the educational process. it is expedient to achieve high results through the use of study forms, the use of lesson forms that create in students the need to learn, to learn. So, by using non-traditional methods such as the above in the native language classes, we will teach students the freedom of speech, the ability to think freely, the timely use of opportunities, the need to live in step with the times. After all, our young generation must know that they are the descendants of the Temurids, Navoi and Baburis, and prove it by feeling it in their minds.

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