



Methods of Teaching Students to Grammatical Analysis in Mother Language and Reading Literacy Lessons

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ABSTRACT

Grammatical analysis has a great role in increasing the effectiveness of mother tongue and reading literacy classes, and in applying the theoretical knowledge acquired by students in the practical process

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President Shavkat Mirziyoyev adopted the "National Curriculum" based on foreign experiences in order to increase the effectiveness of education, to implement new teaching methods and methods, to test and apply world experiences in the national education system. [1] This issue is considered the main subject of the decree of the President of our country "PF-6108 No. 06-11-2020 on measures to develop the fields of education and science in the period of new development of Uzbekistan." For many years, we have been using the "Mother Tongue" and "Reading" textbooks. In the textbook "Native language" it is planned to study the knowledge of grammar, and in the textbook "Reading" to study the secrets of fiction. In the new edition of the textbooks, developed on the basis of the National Curriculum, these two textbooks were changed under the same name to "Mother Language and Reading Literacy". First, grades 1-2, then grades 3-4 started using these textbooks. Despite a number of arguments and disputes, the textbooks began to be used in practice. So, what was the main reason for the

conflict? The textbooks published in the new edition do not focus on grammar.

If we take the textbook "Native language and reading literacy" for the 3rd grade, the methodical manual explains it as follows: "In the old textbooks, we used to memorize the rules about nouns, adjectives, numbers, and verbs, and then do exercises. , the page had more of a rule than a task to complete. Pupils learn their mother tongue in the stories they read, in the cartoons they watch on TV, that is, they learn the rules we call "grammar" from the speech of others. According to research, a person learns a language based on certain constructions. "is assimilated. Teaching the language by separating it into phonetics, morphology, lexicology, and syntax will never help this process..." [2].

The textbook "Mother language and reading literacy" includes picture assignments {teaching students to think independently}, stories, fairy tales, poems, and translations from various foreign magazines. Based on the given pictures, the students create a text that is connected both in terms of content and

grammar, express their views, desires, and relationships within the framework of the topic. Based on fairy tales and stories, they draw final conclusions and analyze it. Together with the books, exercise books were also developed. In each lesson, assignments were given according to the topic. Audio texts were widely used.

If we take only the 3rd grade mother tongue and reading literacy textbook, the 1st part of the book includes "Independence Square", "500 books at the age of 5", "The first public transport", "The flower of my country - Hongul", "World oceans", "River of Blessing", "Pledge of Health", "Ozone layer", "You are my hero", "Secrets of planting seedlings", "Money traps", "Seven treasures", "Mars - the red planet" audio texts. [3] Pupils listen to these audios and perform the tasks given in the exercise book. Listening comprehension is a bit more complicated than reading comprehension. The audio text is given in the "Let's protect nature" section of the language and reading literacy textbook. Students first listen to information about the ozone layer and then complete the task given in the exercise book.

At this point, if the teacher creates a problem situation by asking the students what personal and object nouns are the answers to the questions, the students will immediately answer and complete the exercise. What are nouns? Knowing that there will be an answer to their question, they complete the task.

Progress in International Reading and Literacy Study {PIRLS} in order to organize international studies in the field of education quality assessment in the public education system of our republic, to establish international relations, to support the creative ideas and creativity of the young generation in every way, International assessment programs such as Trends in International Mathematics and Science Study {TIMSS}, The Program for International Student Assessment {PISA}, The Teaching and Learning International Survey {TALIS} have been created, and during the educational process, tasks corresponding to the criteria of this program have been developed. [4]

Tasks in our textbooks developed on the basis of the national curriculum are similar to tasks in the international assessment program. The PISA international assessment program on reading literacy shows the ability of a person to understand and react to information given in the form of text, the ability to use the information he has read for his own purpose in the process of active participation in the life of society. designed to develop the ability to increase. It is no exaggeration to say that the assignments in the textbook of mother tongue and reading literacy, created on the basis of the national program, aim to develop both reading and listening comprehension competencies of students. A new generation of textbooks is important in developing independent thinking modern students.

Grammatical analysis has a great role in increasing the effectiveness of mother tongue and reading literacy classes, and in applying the theoretical knowledge acquired by students in the practical process. Grammatical analysis is divided into types depending on the aspect from which the text is studied, which we will try to cover extensively during our research work. There are many activities that are used to learn grammar in schools. Long-term observations and rich experience accumulated by primary school teachers of our country show that none of the analysis conducted to strengthen theoretical knowledge can replace grammatical analysis. After all, grammatical analysis makes it possible to master the basis of the studied topic, acquire solid knowledge, and retain it for a long time, because the student, while performing the analysis independently, thinks, compares evidence, and has the opportunity to determine similarities and differences. Both elementary and high school students should be focused on continuous improvement of the student's knowledge by consistently complementing the materials of the native language.

In the schools of our country, great importance is attached to the perfect study of grammatical rules instead of grammatical analysis. A number of requirements are also set before the grammar analysis classes to

strengthen the student's skills and abilities. These requirements can be stated as follows:

- 1} Any learned grammatical knowledge should be acquired through the activity of children as a result of the analysis conducted by the students under the guidance of the teacher.
- 2} The knowledge, skills and abilities acquired by the students are manifested in the activities performed by school children through practical activity. When acquiring theoretical knowledge, students should provide examples or collect proof examples from books to prove them independently.
- 3} Students should not just memorize grammatical terms.
- 4} It is necessary that the newly acquired knowledge of students should be based on their previously acquired knowledge, should be based on the previously acquired knowledge of children, should develop children's consciousness, and increase their knowledge.

Russian Methodist K. D. Ushinsky, expressing his thoughts about grammatical analysis, emphasizes the need to use it rationally and says: "No matter which class you enter, you are witness to the fact that analysis after analysis is carried out, as in the past in French schools. But there are downsides to this. Such continuous analysis makes the students tired, and sometimes it causes them to get bored. They do not pay attention to providing the student with theoretical knowledge and, on the contrary, to draw generalized conclusions from the learned practical exercises. Such situations fill the reader. It can be seen from this that even the occasional grammatical analysis does not give good results from the pedagogical point of view.

One of the factors that lead to the success of grammatical analysis depends on the choice of examples for analysis. At the moment, it is necessary to take examples that have found their solution scientifically. Special attention should be paid to this, especially when explaining new materials. Even in today's Uzbek language, there are some grammatical phenomena that require explanation and special explanation, and it is not advisable to include them in school lessons. If they if

encountered during training, the teacher should explain it through simple examples. Simple and simple examples are used in the grammar analysis conducted with elementary school students. Grammatical lessons in secondary schools, especially in elementary grades, must be given strictly in the same direction. In particular, the inner and outer sides of the words are required to convey the same information about its present-day historical situation.

Grammatical analysis uses the same generally agreed symbols.

In conclusion, it should be noted that one of the main means of mastering the rules of the native language and deepening the learned theoretical knowledge is grammatical analysis. Therefore, a student who can correctly perform grammatical analysis, can apply theoretical knowledge in practice and draw theoretical conclusions based on the exercises performed in practical classes is considered to have consciously understood the rules of the native language. Grammatical analysis should be conducted consistently every day in each lesson.

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