

## Improving the methodology of developing students' linguistic competencies in mother tongue education on the basis of an integrated approach

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**Abstract:** *It is important to organize reading lessons in different ways each time. Skillfully delivered works raise the child, create a cheerful mood, establish an emotional, friendly communication with the little one, easily organize the educational effect without noticing, effectively use the resources of knowledge and information about the environment allows you to fill.*

**Keywords:** *elementary, reading, class, lesson, students, creative*

Requirements for primary education in connection with the reforms in the education system require the development of pedagogical technology in the teaching of the mother tongue, differentiation, individual orientation, research, problem-based learning, the use of independent work methods. With this in mind, it is advisable to use tools such as independent work, semi-research problem-based learning, analysis and synthesis, working with a dictionary, which help to effectively organize the lessons of the native language, increase student activity.

It is well known that in primary school mother tongue lessons, students' thinking and independent thinking and decision-making skills are not fully developed. Therefore, in first grade mother tongue classes, students are mainly trained to work on exercises. At the same time, more and more teachers are willing to provide the knowledge that children need to learn, ask questions themselves, and show the teacher how to find solutions to questions and tasks. This does not guarantee high efficiency in teaching students. Because today's demand is to motivate students. Therefore, it is advisable to recommend assignments and exercises in native language classes that motivate students to think actively, encourage independent thinking, and encourage them to think.

Creative assignments in mother tongue classes play an important role in teaching students to think, speak and write, and think independently.

The analysis of psychological and pedagogical research and the study of the work experience of advanced teachers allow us to identify the following characteristics of creative assignments in native language classes in primary school:

- Learning problems in the primary school should reflect a real-life situation. Creative assignments should be given to engage students during the lesson.
- The educational value of the native language as a subject is very different from other disciplines in terms of its connection with life.
- Only in the methodical methods typical for native language lessons of primary school.
- The emotional impact of the learning material on students.
- Only in the process of using creative assignments in native language lessons.
- The use of creative tasks in the teaching of the native language in primary school, but also the preparation for it, because students must be psychologically and logically prepared for such a task;
- Creative assignments in the primary grades are related to the fact that students are constantly

engaged. Being busy leads to creative tasks.

As a result of our lessons in native language classes in the primary grades, we have developed the following methodological methods for creating creative assignments;

1. Analyze and compare the exercises given to students to determine the generality and specificity of the topic being described. For example, in Grade 3, students will be asked to write the words flower, flowers, flower vases, during the topic of “Stems and related words”. Students begin to complete the task based on the semantic properties of these words.

2. Set practical tasks for students that require a new approach to solving a familiar task. For example, 1st graders are given the task of finding out how many syllables a word consists of only by pronunciation before they are familiar with vowels and consonants. When they get acquainted with vowels and consonants, they learn that vowels form syllables and determine how many syllables a word consists of.

3. To use, perform and analyze the life situations that arise in the independent performance of practical tasks by students. For example, in Grade 1, the need for joint transplantedation is illustrated in the introduction to the rules of joint transplantedation. That is, the commander did not fit the next two syllables. What to do? The style is addressed with a question.

4. Give assignments on exercises that are over-informed and under-informed. Students will need to know new information in order to complete the assignment of over- or under-information. For example, in Grade 3 Mother Tongue, students learn the basics of speech. In addition to the cut and the cut, other words are added to make the sentence more complete. You will be given the task of finding these words. Students will also need to be familiar with the secondary sections in order to complete these tasks.

5. In order to achieve the purpose of the lesson, students are given the task to perform creative tasks with the help of appropriate questions. Why are these questions written like this? Really? Who is right? can be in the form of For example, in a Grade 3 Mother Tongue textbook, students are asked the following question on the topic of “verbs with and without” in the example of the words “came or not”. Why didn't he come? It is called a verb without a word. To complete this task, students must first have an understanding of verbs with and without a participle.

Assignments in the native language classes of primary school are organized in the following stages:

- to set interesting tasks that students can solve;
- creation of creative tasks in the classroom;
- Orientation of creative tasks according to the content of the lesson;
- problem solving;
- Check the results of individual tasks performed in a team way and correct mistakes.

This schematic plan for the organization of a creative lesson is fully or partially implemented, depending on the learning process. Some of them require the analysis of conclusions, laws and theories, others generalize the facts, and still others rely on the comparison of events and concepts.

The following should be followed when performing creative tasks:

- Students are required to clearly define what they are lacking in certain areas of knowledge, that is, to know unknown tasks. Creative assignments in mother tongue classes play an important role in teaching students thinking, speaking and writing, and independent thinking.

The analysis of psychological and pedagogical research and the study of the work experience of advanced teachers allow us to identify the following features of creative assignments in the native language classes in primary school:

- Learning problems in the primary school should reflect a real-life situation. Creative assignments should be given to engage students during the lesson.

- The educational value of the native language as a subject is very different from other disciplines in terms of its connection with life.

- Only in the methodical way typical for native language lessons of primary school.

- In the emotional impact of the learning material on students.

- Only in the process of using creative assignments in native language lessons.

- The use of creative tasks in the teaching of the native language in primary school, but also the preparation for it, because students must be psychologically and logically prepared to accept such a task;

- Creative assignments in the primary grades are related to the fact that students are constantly engaged. Being busy leads to creative tasks.

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This schematic plan for the organization of a creative lesson is fully or partially implemented, depending on the learning process. Some of them require the analysis of conclusions, laws and theories for their solutions, others require generalization of facts, and still others rely more on the comparison of events and concepts.

The following should be followed when performing creative tasks:

- Students are required to clearly define what they are missing from the scope of certain knowledge, that is, to know the unknown tasks;

- pre-lesson design of a creative task that requires the teacher to acquire new knowledge;

- Strict consideration of the individual psychological capabilities of each student and the whole class;

- Organize the implementation of creative assignments at any stage of the lesson;

- Demonstration of the teacher's word, textbook material, the results of students' observations, technical means of teaching as a means of creative assignment.

Naturally, creative assignments can be created based on questions, experiences, and practical exercises. To do this, the teacher sets requirements for cognitive tasks such as "Compare the facts", "Summarize the facts".

These types of creative tasks are conditionally separated, and in practice, students combine the analysis and synthesis of facts in the self-study of a concept with comparison and generalization. But one of the ways of thinking that is mentioned is that understanding takes precedence. Once the creative assignments have been completed, the teacher directs the students to think again, but again to speculate,

discuss, and draw conclusions. The processes of advancing and solving cognitive problems are intertwined in a continuous chain. Because when we give creative assignments to students, we start doing them at the same time. That, in turn, brings about a new mission.

In general, there is a contradictory and continuous process of active learning of the didactic concept.

The system of creative tasks in the process of mother tongue education is an exercise that develops thinking, such as problem-based conversations, reasoning, proof, generalization, analysis.

Creative task exercises are used only when students are able to complete the task. Such exercises are especially common in high school textbooks. Students will be equipped with new knowledge as they complete the task. Creative assignments can be used to expand and consolidate knowledge while learning a new topic. For example, native language classes teach vocabulary from the 1st grade onwards. For example, if creative tasks are performed on the basis of the acquired knowledge before giving new information about the word group, not only the initial knowledge will be remembered, but also students will be able to learn new information about the word group through independent thinking.

All exercises in the native language textbooks of primary school are aimed at creative research and independent thinking. For example, in Exercise 1 in Grade 1's Mother Tongue textbook, you can read words correctly, create creative assignments about the number of sounds in a word, and which sounds make up the words. To complete this task, the student must be able to independently distinguish each sound, word meaning, and express a sound in a word with a different letter in the text, resulting in spelling illiteracy.

The teacher can use the following questions to test students' understanding of this concept:

- What is the change in the meaning of the word?
- What do you need to do to spell the words correctly?

These questions help students to change the sounds in a word and change its meaning, to observe their phonetic structure in order to spell words correctly, to pronounce them correctly, to write them correctly. Helps to give an idea about checking oneself according to the textbook or dictionary.

The following exercises require more independence from the student than Exercise 1. For example, according to Exercise 2, the student is asked to compare the names of figs, boats, chains, bears, and animals. They are paired by students in the form of chains and boats. Identifies the sounds that distinguish words and draws appropriate conclusions. That is, you must say and write without dropping a single letter in a word or adding extra letters. Otherwise, the meaning of the word will change completely.

In Exercise 3, students are asked to understand that not only do they eat the letter-letter at the beginning and end of a word, but that changing, dropping, or adding a sound-letter between words changes the meaning of the word. i implied (anhor - anor).

This type of exercise develops spelling sensitivity in students, increasing their attention to the sound and letter structure of the word.

Word formation exercises also play an important role in teaching students to think independently. By doing such tasks, students will learn that thousands of words are formed in the Uzbek language using 29 letters and 30 sounds.

In Exercise 7 in the textbook, you are given the task of making words with 9 letters and finding out how the words differ.

Students use these letters to write the following six words: father, bread, brother, mother, vine, mother.

The teacher may ask, "What other words can be made with these letters?" To stimulate students' interest and to continue their independent work. As a result, students create new words: body, mine, pear, kana, taka, big, note, cocoa, and so on.

Assignments for the teacher to explain the meaning of these words, to ask which words can be misspelled, to turn the words in the Uzbek dictionary into their own vocabulary. will give.

The practical significance of the methodology is to ensure that students fully understand the richness of the language. To do this, we must keep in mind the following:

- language is a necessary means of communication between people;
- a society without language is impossible;
- The importance of language as a means of communication is constantly growing;
- The task of the school is to turn language into an advanced subtle tool of communication between people.

Language is a means of rational, logical cognition; generalization in the process of learning with the help of language units and forms .connecting the concept with the discussion and conclusion; language and speech are inextricably linked with thinking; we shape thought in speech; language acquisition and speech development also increase the student's ability to think.

As a methodological science, the methodology of mother tongue teaching should provide ways of teaching in school that explain the social role of comprehensive knowledge of the language, which guarantees the good development of students' speech. So, speech development is an important part of school.

Practice is the source and driving force of human knowledge, the criterion of truth, and the crown of knowledge.

With the help of analytical-synthetic work, they move from observation on language to general conclusions, theoretical definitions and rules, on the basis of which live and oral communication in oral and written form, correct pronunciation. They put into practice the rules they have learned and mastered in the process of observation.

In addition to the theory of methodology, new disciplines, in particular psychology, pedagogy, are based on data.

Pedagogical psychology examines the process by which knowledge is acquired by students and the formation of skills and competencies. The methodology is also related to psycholinguistics.

In poetic images, fiction reveals and explains the life of society and nature, the world of human emotions and relationships. These patterns vary in their impact: in stories, students learn the meaning and accuracy of words; in poems the musicality and melody of Uzbek speech are emphasized; Folk tales show them the clarity and expressiveness of the language, the richness of humor, vivid and figurative comparisons, expressions of speech in the native language.

As students learn to care for the heroes of the works of art, they begin to notice the mood of their loved ones and the people around them. They begin to awaken humane feelings - the ability to share someone's pain, to do good, to resist injustice. It is the foundation on which feelings of principle, honesty, and true citizenship are nurtured. "Emotions come before knowledge; he who has not felt the truth has not understood and recognized it.

The people are the unique teachers of the students. It is difficult to find in such works, except in folklore, the sounds that are difficult to pronounce, and the words that differ in tone from one to another are surprisingly placed side by side. Humorous jokes, delicate humor, few poems - an effective means of pedagogical influence, a good "ointment" against such traits as laziness, cowardice, stubbornness, capriciousness, selfishness.

A trip to the world of fairy tales develops students' imagination, their fantasy world, their imagination. Educated in the spirit of humanity on the basis of the best literary examples, students demonstrate their justice in their stories and tales by protecting the oppressed and the weak, punishing the wicked.

Students should get aesthetic, especially moral, ideas from the works of art, not from the advice of adults (parents, educators) on the works read, the answers to the prepared questions. Too much exhortation on the work read is a great and often irreparable damage: the work, "sprinkled" with trivial questions, loses all its appeal in the eyes of the readers. As a result, students lose interest in it. Therefore, it is necessary to fully rely on the educational potential of the literary text.

To the methodology, psycholinguistics provides information about speech, the reasons that require it, the types of speech, the signals that receive speech, and so on.

It is also interrelated with methodology, didactics, and general pedagogy. The methodology of teaching the native language implies a practical part of the lessons, a theoretical part of the lessons

Phonetics, phonology, graphics are the basis for the development of literacy methods. In the organization of lexical work, lexicology, word structure, word formation in the study of word formation, etymology, grammar, morphology and syntax in the formation of the concept of language, in the formation of the concept of orthography based on.

The teaching method is based on the theory of literature. Because students practice art in a practical way.

There is no theoretical knowledge of literature in primary school, but the methodology should take into account the laws of creation of a literary work and its impact on students, especially the ideological content of the work, its theme and content, structure, genre, means of description. .

Based on the task of teaching students the native language, their upbringing, comprehensive development, the methodology of teaching the native language develops its principles based on the theory of knowledge and the recommendations of all closely related disciplines. These principles are principles other than general didactic principles that determine the direction of educational work between teacher and student.

The principle of evaluating the expressiveness of speech. This principle is to write competently without understanding the phenomena of language, to understand the communicative function of the means of speech culture, as well as to understand its expressive (stylistic) function, to understand not only the content but also the emotional nuances of speech and speech, other artistic means of language. keeps in the fall. In order to follow this principle, it is necessary, first of all, to use fiction, as well as other texts that clearly express the functional and stylistic features of the language.

The principle of mastering oral speech before yoema. This principle also influences the development of human speech and contributes to the development of language teaching methods. The principles of methodology, like the principles of didactics, correspond to the purpose of the teacher and the student; helps to define their activities, to choose the most favorable direction in their joint work,

serves as one of the elements of theoretical substantiation of the methodology as a science.

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