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## **CHARACTERISTICS OF ORGANIZATION OF PRIMARY SCHOOL MOTHER TONGUE LESSONS**

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### **ABSTRACT**

This article is about the specifics of organizing elementary school native language classes. The role of mother tongue and literature in general secondary education is invaluable. The main goal of the science of mother tongue and literature is to develop a person who is logical and free-thinking, has a broad outlook, creative and artistic thinking. As our scholars say, "all the virtues of the world permeate the human heart, first of all, with the unique charm of the mother tongue." Therefore, the ideas of eternal love for the motherland, patriotism, humanity are realized, first of all, in the process of teaching students the native language. This is a testament to the responsibility of the mother tongue and literature teacher in the development of the younger generation.

### **KEYWORDS**

Lesson, mother tongue, educator, method, school, teaching, creative imagination.

### **INTRODUCTION**

After all, the lesson is sacred! So, the goal is the same, and that is to improve the quality of education

provided to students, to form in them the communicative potential, to confidently continue the future of our country, which has its own opinion, its

own word in independent life It consists of educating young people who strive for higher goals.

There are a number of methods used in the organization of lessons in the primary grades in general secondary schools. However, their structure depends largely on the purpose of the lesson. From a pedagogical point of view, the content of working with primary school students in the structure of the lesson, firstly, the organizational part of the lesson, secondly, defining the goals and objectives of the lesson, thirdly, generalization and systematization of teaching materials, and fourthly, the end of the lesson and the need to focus on homework[1].

The complexity of the organization of primary school lessons is that it is necessary to clearly define the teaching materials, to distinguish the main idea, concept, rule, and the corresponding exercise tasks[23]. For example, in a lesson, possessive, interjection, and secondary parts of speech are repeated. Due to time constraints, it is not possible to comment on each of them. Therefore, in selected exercises and tasks, the components of speech should be interrelated.

## **DISCUSSION**

The retraining process focuses on the educational aspect of the lesson. In this case, the training materials will be more interesting events, facts and facts. One of the unique features of the systematization and generalization of the content of pedagogical cooperation in the primary grades is that the teacher understands and manages the cognitive activity of students[22]. Basically, the materials of each subject are studied in chapters, sections, sections and individual topics. Generalization lessons are divided into components that help to summarize the material studied, to understand the connection

and integrity between them. This shows that students develop cognition, imagination, logic, worldview, and the ability to perform complex tasks[3].

Proper organization of primary school lessons is based on a deep understanding of pedagogical goals and objectives, adherence to didactic rules and the main objectives of the lesson, focusing on the implementation of educational, pedagogical and developmental tasks in each lesson[21].

The effectiveness of mother tongue education in primary school depends on the correct choice of teaching methods, the practical direction of the subject "Mother tongue", which encourages more students to think in the educational process, The implementation of learning tasks, the use of forms of lessons that create the need for students to learn.

Educational games are the decisive factor in making the student a subject of the educational process.

Didactic games in the native language encourage the student to search, to be creative, to determine the nature of the phenomena of the studied language, to draw conclusions and conclusions[20]. Educational games give each student the opportunity to express themselves, to defend their opinions, to complete the task with enthusiasm. The positive qualities that need to be nurtured in each person: speed, sensitivity, resourcefulness, alertness, perseverance, knowledge, independence, entrepreneurship, creativity, etc. are often formed through educational games[19].

Educational games in the native language may require the restoration and repetition of previously acquired knowledge only in memory, the application of this acquired knowledge in part in new conditions (unfamiliar conditions) and in a completely new environment. Not only sound education but his

alertness and dedication too are most required. After all, if we do not teach students to think, think, create text, the important requirement of modern lessons will not be the development of the individual.

"Quick find" game. The teacher tells students examples from folk sayings. Students will continue with a series of such articles[24]. They identify numbers from them and work on the meanings of these sentences. Students are encouraged by the teacher to be able to understand and explain the meaning of proverbs that contain numbers. Examples: "Seven neighborhood parents for one child", "Don't count eight", "A person who sows mulberry for a year will reap a hundred years of pearls", "One head is a head, two heads are gold"[4].

In order to increase the spelling literacy of students, you can use the game-task "You can write correctly, you will get good knowledge." In this game, the teacher writes certain numbers on the board with numbers and requires them to write according to the rules of spelling[18].

Another non-traditional form of the lesson is the "Competition of the ingenious". To organize this lesson, students are first divided into two groups. The groups create questions and assignments in advance on 3-4 topics studied. Given the level of knowledge of primary school students, it is recommended that these tasks be designed under the direct guidance of a teacher. In the competition, the first group gives questions and assignments to the second group and the second group to the first group[17]. The teacher analyzes the responses and announces the grade to each group. The team with the most points wins the game. The lesson "Competition of ingenuity" can be conducted in different forms, for example, "Journey to the world of words", "Journey to the world of words", "I will overcome obstacles", etc. such as.

The teacher quickly adapts to the direction in which he works with primary school students. Involvement of students in science, the development of abilities in it requires skill, originality, childishness of a small class teacher. should be used effectively[16].

Working on creative assignments gradually becomes more complex as children age and their level of knowledge increases. When a child first enters school, he or she comes with a certain vocabulary. Although he or she uses many words in the family and in kindergarten, he or she still does not fully understand their meaning. children with more than a year of experience, who will be able to draw independent conclusions in the classroom[5].

Renowned psychologist V.A. According to Krutesky, during this period they asked themselves "Why is this?" - "Why study this?" They will be able to ask the question: During this period, they asked, "Why do we need to know our native language?" can answer the question[15]. They begin to realize that the study of their mother tongue expands the scope of their oral communication, opens a wide way for them to study fiction and scientific literature. It is known that primary school education, first of all, creates favorable conditions for the development of mental processes. They contain a lot of individual mental features such as intuition, perception, memory, thinking[14].

Primary school students differ from children of other ages in the accuracy, purity and sharpness of their perceptions. They are attentive to each language material taught and are quick to accept words they encounter during the lesson. Their desire to learn their mother tongue is growing. At this age, the critical thinking that begins to take shape in students is much sharper. Sometimes children of this age notice even the smallest details that are left out of the attention of adults. Therefore, the teacher should pay

special attention to the composition and development of selectivity in the classroom.

Another feature of students' perception in primary school is its diversity, bright colors, vivid imagery and richness of emotion. That's why at this age, students like colorful pictures, emotional pictures[13]. However, it should be noted that excessive color pictures make the child tired, and frequent use of pictures makes him bored. Therefore, it is not advisable to fill the textbooks "Mother tongue" for grades 2, -3, -4 with too many pictures. When it comes to students' reading and learning, it's important to keep in mind how important attention is. "Attention," he said[6].

"In the Uzbek dictionary, it means to concentrate, to concentrate, to focus on something." It is important to keep in mind that the attention span of primary school students is not stable enough. Children at this age have difficulty concentrating on something. According to psychologists, the stability of children's attention is the incompatibility of motor activity with braking in the brain. This is a physiological condition in which students in the native language are often caught, stopped, can not pronounce the word clearly, sometimes in writing, letters, syllables, words fall occurs due to A number of studies in the field of psychology show that primary school students are not able to focus on a particular object for more than 30-35 minutes in class[12]. This requires frequent changes in teaching methods in the mother tongue, to ensure a variety of learning tasks. Because when the method of teaching or the task is changed, the attitude of students to it also changes. This feature, which is important for elementary school students, requires them to change the type of activity from time to time, to use a variety of forms of informal lessons[7].

Memory also has its own characteristics in primary school students. "Memory" means that a person retains his life experience and later remembers it. In the psychological literature there are two types of memory: 1) creative and practical work, such as composing sentences with the participation of words, explaining their meaning. The group that completed the task first was awarded the highest grade. 2) the presence of visual memory.

"Explain the signs" game. During the game, students are divided into three groups. Group 1 finds the color of the melon, group 2 finds the shape and size, group 3 finds the qualities that determine its taste. Group 1: blue, white-yellow, yellow Group 2: large, small, long, round[11]. Group 3: Sweet, delicious, nutritious The teacher hangs a picture of a melon on the board and identifies the qualities from group 1 that represent taste, from group 2 that represent color, and from group 3 that represent shape and size. submits. The winner of the game is the student who writes down all the words in the box.

"I'll start, you keep going" game. Students are divided into two groups, the first group is asked to say the first part of a word, and the second group is asked to find the second part of the word. (eg friend- ... high - ... young - ..., fast - ..., hard - ... etc.) This game can also be played between teammates. Work - educational games based on words that denote the name, symbol and number of the subject.

"When there is no, when there is not, when there is hunger, when there is satiety" game. In this game, the class is divided into two groups, and one student from each group is selected to write ten words to describe the action. The group that completes the task correctly at the appointed time will have the right to tell a story (or hear it from the teacher). A fairy tale is



heard and words in the text are found and their meanings are explained [8].

Students' interest in knowledge is also important in the learning process. We know of two types of interest in the psychological literature. The first type of interest is the interest that is aroused at a particular time, in the course of a particular activity, and the second is the goal interest, which, as a result of external influences, sets a specific goal for the student and motivates him to do so[10]. Every teacher should be able to develop a stable, indirect interest in their subject.

Interest in the subject "Mother tongue" interesting organization of lessons, achieving a variety of tasks, effective use of visual, audiovisual and technical means, strengthening the practical direction of lessons, making the student a subject of the educational process is important.

## CONCLUSION

The effectiveness of teaching Mother Tongue in primary school is closely linked to many factors. Undoubtedly, taking into account the psychological characteristics and learning opportunities of students, the correct definition of the system and methods of assignments in accordance with the content and purpose of mother tongue education, the development of pedagogical cooperation between teacher and student. All of this is related to ensuring efficiency, such as the installation, the appropriate selection of tools for the lesson. Among these factors, the content of mother tongue education is an important and leading factor. Because effectiveness is first and foremost about asking students "What to teach?" closely related to the issue[9].

The question "How to teach?" The answer to the question can be found. Thus, in the process of teaching the native language to primary school students, imitative and phonetic-articulatory methods are also effective. Teaching students to pronounce correctly is more based on the method of imitation. This method is more useful for pronouncing difficult-to-pronounce sounds and words. When the method of imitation is used in conjunction with the method of comparison, it is effective. Because in the process of comparison, it becomes clear which sounds or words the student has difficulty saying.

Making the student a subject of the educational process, increasing his interest in the study of the subject "Mother tongue" is directly related not only to teaching methods, but also to the forms of lessons.

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