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METHODS OF STUDENT ACTIVATION IN MOTHER TONGUE AND READING LITERACY CLASSES

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ABSTRACT

Today, we present our thoughts on the effective use of advanced pedagogical and new information technologies from the teacher in the educational process, interactive methods used to improve the effectiveness of primary school mother tongue and reading literacy classes.

KEYWORDS

Primary teacher, mother tongue and reading literacy, lesson, pedagogy, education, interactivity, interactive, educational method, methodology, method, content of the lesson, creativity.

INTRODUCTION

The student will be able to understand the text correctly, quickly, and master the content of the native language and reading literacy for the first time in the classes of the native language and reading literacy. Through native language and reading literacy classes, the way is opened for students to acquire educational skills and knowledge that are expected to be mastered according to the requirements of the National

Curriculum. In the classes of mother tongue and reading literacy, students' aspirations to understand their identity and the world are encouraged. For this purpose, the "Mother language and reading literacy" textbooks include comprehensive concepts on various topics such as mother nature, the world around us, the history and present image of our country, the life of adults and children, hard work, independence and

national-spiritual values, friendship between peoples and peace. artistic, moral-educational, scientific-popular works are included.

Today, in schools, which are centers of knowledge, giving good education to young people who are gathering the necessary knowledge and skills to work effectively in different regions of our country, educating them to solve various problems of life also depends on the multifaceted work of teachers. Effective use of methods and tools that respond to modern students, solving the problems of forming students' independent and creative thinking skills is of great importance in the organization of elementary school mother tongue and mother tongue and reading literacy classes. Our state is paying special attention to this problem.

The President of our country, Sh.M. Mirziyoyev, said, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, and become happy"¹ -'s calls to the quality of education and its effective organization, especially educating students from primary grades as independent thinkers, with high intellectual and spiritual potential, is one of the urgent issues of today. It is also important to study the works of historical subjects and the life and work of our great ancestors in shaping the mental development of children. In the 9th-12th centuries, the torch of knowledge shone again in Central Asia. During this period, the first Renaissance took place on the territory of our country, and it produced famous geniuses recognized by the whole world. In particular, Muhammad Khorazimi, Ahmad Farghani, Abu Rayhan Beruni, Abu Ali ibn Sina, Mirziyoyev Sh.M. Together we

will build a free and prosperous, democratic country of Uzbekistan.

The world-wide scientific and creative discoveries of dozens of our great scientists like Mahmud Zamakhshari had an incomparable impact on the development of the whole world. The great kingdom founded by our grandfather Amir Temur in the 15th century and continued by his worthy descendants started the second renaissance in our country, that is, the second Renaissance. During this period, outstanding scholars such as Rumi, Mirza Ulugbek, Ghiyosiddin Koshi, Ali Kushchi, classical poets and thinkers such as Lutfi, Sakkoki, Hafiz Khorazimi, Abdurahman Jami, Alisher Navoi, Babur Mirzo appeared on the field. At this point, when it comes to the third Renaissance, we have every reason to say that we have all the opportunities to create the foundations of a new Renaissance, relying on the invaluable legacy of our ancestors to raise and educate the next generation.

From this point of view, the minds of our youth are imbued with the idea of creating the "Third Renaissance" today. Studying works about historical events, as well as forming feelings of patriotism and patriotism in our country, remains an urgent task today.

In fact, as the President of our country Sh.M. Mirziyoyev stated, "Our youth rightly bear the responsibility for the future of our country. For this purpose, the most important task of the state, relevant ministries and agencies and the entire education system, respected teachers and professors is to provide thorough education to the young generation, to raise them to be physically and spiritually mature people. The times require us to raise our work to a new level aimed at creating modern workplaces for our

children and ensuring that they occupy a worthy place in life."

The effect of the reforms being carried out in our country today is directly dependent on the expansion of the ranks of highly moral, independent-thinking young personnel who are able to take responsibility for the fate and prospects of our country. So, why are students not interested in classes today?, Why are great scholars like Alisher Nawai, Al Khorazmi, Abu Rayhan Beruni, Ibn Sina not being produced?, How to increase students' interest in classes? it is necessary to teach to be active. Pedagogical technology is a system of creating, applying and defining technical and personal resources and their relationship, which sets the task of increasing the effectiveness of educational forms in the entire process of teaching and knowledge acquisition. mli method. Opening a wide path to modern knowledge, effective use of pedagogical technologies in improving education is one of the most important requirements of today. It is aimed at organizing the reform of the continuous education system in our independent Uzbekistan based on the new state education standards. Currently, special attention is paid to the activity of the teacher and his pedagogical skills. Recommendations on the use of pedagogical technology in the course of the lesson, which have taken place in the pedagogical thinking of teachers working in the educational process, are very necessary for teachers.

General methodological recommendations for the use of interactive methods:

1. Preparing the place for work. The class should be prepared in such a way that the participants should be comfortable to work in small or large groups.

2. Take process and regulation seriously. All listeners should be tolerant of every point of view and respect freedom of speech.

3. Pay serious attention to the division of the audience into groups.

4. All listeners should be involved in the work to one degree or another.

5. Helping the listeners to mentally prepare for training.

6. The number of learners in the group should not be large when training is conducted based on interactive methods. Effective work can be done in small groups of 4-6 people. The native language and reading literacy classes of primary classes have a special place in the education system according to their essence, goals and tasks. After all, the foundations of literacy and moral-educational education are based on it. That is why the education of other subjects cannot be imagined without the education of the mother tongue and reading literacy. Today, the most effective and modern methods of teaching are widely used in the educational process. By applying such methods and using modern technologies, the knowledge potential of students is growing.

"Brainstorming" method - this method is widely used in solving problems related to a specific topic, it encourages the participants of the training to acquire certain skills and abilities to think broadly and comprehensively about the problem, as well as to use their imaginations and ideas positively. . In the course of training organized using this method, there is an opportunity to find some original solutions to arbitrary problems. The "Brainstorming" method creates conditions for determining certain values within the selected topics, and at the same time choosing ideas

that are alternative to them. In the course of training, it is necessary to follow several rules when using the "Brainstorming" method. These rules are as follows:

1. To encourage the participants of the training to think broadly within the framework of the problem, to achieve the expression of unexpected logical ideas by them.

2. The number of opinions or ideas expressed by each student is encouraged. This allows you to choose the most appropriate from among the opinions expressed. In addition, stimulation of thoughts leads to the birth of new thoughts or ideas.

3. Each student can base their own opinion or ideas and change them. Summarizing, categorizing, or changing previously expressed opinions prepares the ground for the formation of scientifically based opinions.

4. Controlling any activities of students during classes based on standard requirements does not allow to evaluate the opinions expressed by them. If their opinions are evaluated and evaluated, students will focus on protecting their personal opinions, and as a result, they will not come up with new ideas. Keeping in mind that the main goal of using this method is to encourage learners to think broadly and deeply about the problem, it is advisable to abandon any method of evaluating their activities.

"Fish skeleton" method - the graphic organizer forms the ability of students to describe and solve the essence of a specific issue related to the topic. It is up to the students to use it

Logical thinking, the basic concept that illuminates the essence of the topic, the skills of bringing data into a specific system and analyzing them are developed. It is used as follows:

1. The teacher introduces students to the condition of using a graphic organizer;
2. Students are assigned to small groups;
3. Groups perform tasks;
4. Groups present their solutions to the team;
5. The team organizes a discussion on the solutions of the groups.

Description: This model of problem setting and solving allows you to define and solve a number of problems.

Strategy:

1. Draw a fish skeleton (head, cartilage, ribs) on a sheet of white paper.
2. On the "bone" above, the problem is expressed, and on the bottom - facts proving the existence of this problem (or ways to solve it, depending on the goal set by the teacher) are written.
3. Presentation of the completed scheme. Areas of use: in natural and concrete sciences, when using the problem-based teaching method. Advantages: this scheme reflects the interconnectedness of problems, their complex features. Difficulties: may have difficulties in articulating the problems. The structured fish skeleton method of the characters in the book Primary Mother Tongue and Reading Literacy.

"Venn diagram" method is a method of organizing teaching through a graphic image, which is represented by the image of two intersecting circles. This method makes it possible to consider the analysis and synthesis of various concepts, bases, ideas through two aspects, to determine their common and different aspects, and to compare them.

The appearance of the "Venn diagram" method is described. Areas of use: It is used in the teaching of natural and concrete sciences to adapt questions to a certain educational topic and to work in groups of students of any age. Advantages develop critical thinking skills, help identify both differences and similarities between objects, events, and so on. Difficulties are not defined. Steps of method implementation:

Stage 1. Students are divided into two groups and each group is given one object (concept or subject).

Stage 2. Two intersecting circles are drawn on the board and divided into groups.

Stage 3. Groups take turns writing the characteristics of their objects in their circles. Step 4. After writing down the characteristics, it is determined whether these two objects have common characteristics or not. The records of the common features in the circles are deleted and they are written as one in the common area.

Step 5. Students analyze the Venn diagram created by comparing two objects. The common and different sides of these objects are once again paid attention to.

"Insert" strategy method. Class students are divided into groups, groups are named. The teacher asks the students of each group to give two opinions on the topic. Groups express their opinions in turn (it is advisable to ensure that all members of the group actively participate in this process). The expressed ideas are written on the blackboard. At the end of the activity, the teacher distributes the text to the students, which serves to clarify the content of the topics. Then the following task is given:

a) read the text;

b) put the following symbols on each line of the text:
c) if the text reflects the opinion expressed by the group; d) if the text contains an opinion not expressed by the groups; e) if the text contains conflicting opinions;

f) if there are misunderstandings in the process of getting to know the text. Then the group members share their personal views, and the number of characters is summarized by the group. The amount of each character is stated and explained in the tool of leaders. The teacher writes down the numbers recorded by the groups in the column with their names. After the teacher finishes the opinion of each group leader, the teacher helps the students to solve and understand the contradictions and misunderstandings that have arisen. After that, the groups familiarize themselves with the text given in the textbook, distinguish the main concepts and try to reveal the logical relationships between them (model).

"Zig-zag" strategy method. Students are divided into 7 groups and the group is named. In groups, the text explaining the essence of the new topic is divided into parts, and the task of familiarizing with the content of the separated parts is assigned to the groups. Students study the texts carefully and speak. In order to save time, leaders are determined from among the group members and the task is performed by them. Leaders' opinions can be supplemented by group members. After the students of all groups have spoken about the content of the text assigned to them, the texts are exchanged among the groups and the previous activity is repeated.

2. Several texts are presented to the groups. In this way, after studying the content of all the texts by groups, the students distinguish the main concepts of the studied topic, determine their logical interdependence, and develop a scheme related to the

topic based on the ideas that have arisen. Then, on the basis of the acquired knowledge, the students themselves are given the task of developing such schemes. These methods serve to sufficiently activate students. Every elementary school teacher can use these methods in the course of the lesson and use the time regulations wisely, then he will become a skilled teacher. I think that all of us will like these methods.

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