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## THE ROLE OF THE COMPARATIVE METHOD IN THE FORMATION OF LANGUAGE SKILLS

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### ABSTRACT

The article discusses the purpose of mother tongue and reading literacy classes, the methods used in this subject, in particular, the importance of using the comparison method, the advantages of this method over other methods.

### KEYWORDS

Mother tongue and reading literacy lessons, method, comparison, comparison, reflection, conclusion.

### INTRODUCTION

The methodology of teaching the mother tongue in primary classes determines its goals and tasks based on the normative documents of our country and the law and decisions on education. Mother tongue and reading classes are one of the main educational subjects in secondary schools. The professional skills of a primary school teacher depend on the extent to which he/she acquires the content and teaching methods of this subject.

Mother tongue and reading literacy classes for students in primary grades:

- teaching elementary language basics;
- providing an understanding of existence and society through literary education;
- comprehensive development of the student's personality;
- performs a number of tasks, such as providing information about literary language standards.



Mother tongue and reading subjects have been radically updated due to educational reforms. In the process of developing the national curriculum, a new subject, mother tongue and reading literacy, was put into practice. With this change and the development of the teaching process of science, the methods and guidelines used in science will also improve. The main content of science methods is scientific and theoretical laws tested in practice.

The method of teaching the mother tongue determines the language knowledge, skills and qualifications of students at different stages of education, determines the success and shortcomings of learning, studies the cause, and finds ways to eliminate mistakes and shortcomings. It ensures consistency and continuity of mother tongue teaching at all stages of the educational system. In pre-school educational institutions, it is mainly intended to develop children's speech. In primary grades, in addition to the development of students' speech, practical mastery of elementary theoretical concepts from the mother tongue is also followed.

The subject of mother tongue teaching methodology in primary grades includes the following sections:

Section I. Literacy teaching methodology. Literacy teaching methodology deals with the issue of determining the methods and methods of teaching elementary reading and writing to young students and their application in the educational process. Literacy of the people is a weapon of struggle for nourishment from the ideas of national independence, for political awareness, and for a high spiritual culture. In the conditions of the current globalization, paying special attention to the literacy of every person in the society is in accordance with the requirements of the construction of a legal democratic state.

Section II. Methodology of teaching husnikhat. He deals with the issues of teaching students to write based on the requirements of the state educational standard.

Section III. Methodology of studying in the classroom and studying outside the classroom. The task of the subject of reading methodology in primary grades is to prepare children for literature classes in higher grades by introducing them to examples of children's literature, equipping children with the skills of correct, fast (in moderation), conscious and expressive reading, text analysis of artistic works through spiritual and moral education of students, education in the spirit of perception of literature as a work of art, development of independent reading skills is carried out.

Section IV. Methodology of learning grammar, phonetics, spelling and word formation. This section provides for teaching elementary correct writing and husnikhat, and at the same time forming grammatical concepts and basic spelling skills.

Section V. Methodology of speech development. This section has a special place in primary classes. First of all, students understand language and speech as an educational subject, they begin to understand the need to think about not only what they want and find interesting, but also about necessary things and events, and the need to make a planned speech. They master written speech, which differs from oral speech not only in its graphic form, but also in its lexicon, syntactic and morphological form. The methodology also provides enrichment of students' speech, development of syntactic and connected speech. It should be mentioned that connected speech is not studied in schools as a separate department, but is formed in connection with other departments of mother tongue science.

Section VI. Extracurricular activities in the mother tongue. In this section, students are introduced to the purpose, content, forms and means of extracurricular activities in their native language. In extracurricular activities, based on the interests of the students, it is intended to achieve a deeper understanding of certain areas of the language, to lead them to creative activity. By achieving the educational literacy of primary school teachers, it is necessary to turn them into active participants of the social society "embodying the highest moral and physical perfection characteristic of mankind", "educating a healthy generation in our renewing society", "instilling the spirituality of a free citizen" formation", "raising the spiritual-educational works to a high level and bringing up perfect people" puts a great responsibility on the mother tongue teaching methodology of the elementary school.

It is necessary to establish the effective use of various methods and methods in imparting language knowledge. There are special methods of teaching the mother tongue. Mother tongue and reading literacy classes are an important factor in developing students' logical thinking and worldview. It is worth emphasizing the depth of thinking and the role of comparison in its development.

Our compatriot Abu Nasr Farabi said: "The basis of knowing the world is comparison." By comparison, the learner identifies similarities and differences between language elements. This helps in better understanding of language knowledge. This method can be included among both ancient and modern and certainly effective methods at the same time.

The comparative method is the study and description of a language by systematically comparing it with another language in order to determine its uniqueness. The comparative method is primarily aimed at identifying the differences between the two languages

being compared. This is especially effective in relation to related languages, because their contrasting features are most clearly manifested against the background of similar features as a result of using this method. We want to talk about the effective methods of using the comparison method within the framework of the Uzbek language, and the process of using it in what order.

The science of mother tongue and reading literacy performs the main task of forming students' language skills. Therefore, it is necessary to explain the topics in effective ways. Comparative study begins with the alphabet and writing lessons, i.e. the literacy period, before the mother tongue and reading literacy lessons. In this, phonetic and syntactic units such as sound and letter, vowel and consonant, capital and small letter, syllable and word, word and sentence are compared. When the period of literacy training is completed and the subject of mother tongue and reading literacy is transferred, the comparison of grammatical categories and rules continues, although they are slightly withdrawn. In mother tongue and reading literacy classes, this method avoids common errors among students. The use of this method in the implementation of tasks in the new textbook gives an effective result. Because this textbook is aimed at forming analytical, critical thinking, and independent learning skills. Comparison is important in the formation of these skills. For example, consonant and vowel sounds, voiced and unvoiced consonants, words and sentences, etc. This line can be continued for a long time. Literacy plays an important role in linguistics. The method of comparison is also an effective method in mastering spelling standards.

As a result of using this method, the following can be achieved:



- students' knowledge of their mother tongue is remembered;
- understands the materials more deeply by comparing them with each other;
- learns to draw conclusions, spelling literacy is strengthened.

"If you want to understand something in nature clearly, find its difference from things that are very similar to it, and find its similarity to things that are very far from it. And then you will notice the most important, all the signs of this thing, that is, you will understand this thing" - described comparison is an important process in knowing and thinking.

We value the good because of the bad, and we feel the place of health because of the disease. Comparing and contrasting helps us come to such conclusions. We lose ourselves because of our worries, but when we see that there are people around us who are in a worse situation than us, we compare with ourselves and encourage ourselves. So, comparison is a real educator and helper in our life path. If we compare our every word and deed with someone else and correct ourselves, we would be truly human.

We can say that in the process of education and training, the method of comparison and comparison definitely gives results. Choosing the most suitable methods in the responsible process before us also requires high skills from teachers. We can unhesitatingly recommend the comparison method in this selection.

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