

**METHODOLOGY FOR ORGANIZING EXPERIMENTAL AND TEST A
WORK ON THE APPLICATION OF LOGICAL ASSIGNMENTS OF
STUDENTS IN THE EDUCATIONAL PROCESS IN THE LESSONS OF THE
NATIVE LANGUAGE AND READING LITERACY**

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ANNOTATION

This article provides information on the forms, methods and tools of teaching students logical tasks in native language classes.

Keywords: student, mother tongue, class, textbook, analysis, exercise, skill, logic.

Thanks to independence, our nation entered a new historical period. This, in turn, requires a new approach to the educational system, including the goals and tasks of teaching the mother tongue in primary grades. Based on the decision and requirements of the "On Education" and the Ministry of Public Education to create a new generation of textbooks, new native language textbooks for primary classes are being published. These textbooks are subject to a number of requirements. The new generation of textbooks, first of all, it is necessary that the educational tasks given in it should be structured in such a way as to teach the student to work actively, as well as to think independently and creatively. Currently, we are analyzing these textbooks in order to find an answer to the question of whether the current elementary school mother tongue textbooks meet the requirements of the time. In the analysis of primary grade mother tongue textbooks, prof. We rely on the classification developed by A. Gulomov and H. Nematov. According to this classification, the exercises in the textbook are divided into the following groups in terms of teaching students to search: 1. Exercises of the recall type. 2. Exercises of the type of partial traceability. [589] 3. Creative exercises. In the textbooks, there are very few exercises of a creative nature that encourage the student to work independently and think. In the 3rd grade 2019 "Mother Tongue" textbook by S. Fuzailov and M. Khudoyberganova, Sh. Yoldosheva, special attention is paid to teaching students to think creatively. This is given in the 2nd grade "Native Language" textbook "Speech and word", "Sounds and letters", "Vowels and letters", "Consonants and letters", "Speech. Text. Topics such as "Speech" in the 3rd grade "Native Language" textbook "Speech. Talk. It can be seen not only in its organic connection with topics such as "Words", "Sounds and letters", "Voiceless



and unvoiced consonants", but also in the condition and content of the exercises, and in the system of exercises that invite students to independent activity. In particular, in exercises 1-8, simple meaningful assignments were given on the spelling of words, sentences, and letters, while in the next exercises, relatively complex assignments aimed at students' logical thinking were recommended. It should not be forgotten that the requirements for all students are the same in assignments, but the level of students is not the same. Of course, not everyone can do the tasks correctly. In this case, it is possible to interest students by simplifying the exercise condition by giving additional assignments. Enriching their speech with words denoting things and persons also plays an important role in the development of students' thinking. In the first grade, students' activity should be based on giving an understanding of the words denoting things and persons. Because they are prepared in the process of learning literacy to master the words that denote the names of things and persons. They said their names depending on the subjects. In addition, the teacher asked "What is this?", "Who is this?", "Who came back from work?", "Who went to school in the morning?" In questions such as "who", "what", they answered by putting the names of persons and things instead of interrogative words. Therefore, the process of teaching literacy is considered the first stage of working on the words expressed by the subject.

In addition, during my pedagogical activity, I found several assignment systems and achieved several good results using them. I hope that students' knowledge will be further strengthened if these are used during practical training and in revision lessons related to the department. Logical exercises aimed at distinguishing or writing the names of cities, trees, grass, fish, works of art from a group of mixed words can also give good results. For example, "alfalfa", "laqqa", "poem", "fairy tale", "apricot", "plantain", "carp", etc. "Who is he? What is this?" didactic game Several objects are placed on the table. The teacher tells the students about this subject, the students will have to find the name of this subject. For example: It is very fragrant, it is given as a gift on birthdays and holidays. (Gul) Educationally, these methods help to independently acquire theoretical knowledge, practical skills, repeat, strengthen and deepen them. In the educational sense, they educate a person's qualities such as independence, hard work, and responsibility.

In general, in order for readers to be able to distinguish the words expressed by the subject from other words, their attention is focused on the surroundings. By saying what they see with their eyes, questioning them, they learn words that express the concepts of subject, thing, person. For example, the text of exercise 8 (page 5) is written in two columns, referring to the task of comparing sentences on the left and right sides, determining which column contains separate sentences, in which column the text is given, and finding a title in the text. Once students are introduced to the exercise, they ask, "why is the text on the Left not counted?"(Because the sentences

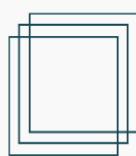


are not related to each other in content. A message separately)," Why do you consider the sentences on the right side as text? When addressed with questions such as " (because sentences are interconnected in content and they form a narrative), one is forced to take a deeper look at the essence of the issue. The conclusion is drawn: Text is sentences that are linked in terms of content. [591] another exercise in the textbook also asked to write the given words separately in the form of names of persons, names of things, names of natural phenomena. In addition, if he is given the task "find yourself in the names of a person, thing, natural phenomena and continue the rows", then readers can continue the line "names of a person" with such words as "parent", "cosmonaut", "chauffeur", "notebook", "pen", "parta", "machine"; the line "names of natural phenomena" with such words as "fire", "earthquake", "volcano", "flood". Verbal completion of the assignment, depending on the possibility of time, also gives a good effect. The teacher sets the condition for writing by grouping words related to the noun word category "who will find and write a lot of words?" continuing with the assignment, a specific competition situation arises. And the competition encourages creative search, initiative.

In the textbook 229-, 230-, 236-, 241-, 252-, 257-, 288-exercises also give assignments aimed at creative thinking of students. Especially in the exercises presented on words (nouns) denoting the names of a person, the composition of the texts is a kind of thing, the names of the personingthe original work serves for students to master the subject more deeply. For example:" mouse"," cat"," Rooster"," puppy"," Fox"," Duck"," Goose"," Monkey"," Tiger"," Lion "(exercise 204);" charos"," daroyi"," husayni "(exercise 195);" Sun"," Moon"," Star"," River"," Sea"," crab"," horse"," Forest"," Sky " (exercise 197) and others. But not all of the assignments presented in the textbook are at the level of students ' creative capabilities. For example, in exercise 12, "read the text and retell the story. When it was said," Write what you understand by heading the story, " the reader would learn to independent activity by writing what he had read and mastered. It is also impossible to justify the exact repetition of theoretical concepts studied in the textbook of the 3rd grade "mother tongue". In the textbook of the 3rd grade "mother tongue" itself, repeated repetitions in a row are allowed. Compare: "text is sentences linked in terms of content" (P.5) "in the text, sentences are linked in terms of content" (p. 7). We must not forget that this repetition of theoretical concepts limits the creative search of students. Looking at the textbook "native language", published in 2020 for the 4th grade, it can be noted that the exercise tasks in it are aimed at remembering the knowledge acquired in the previous classes, on the basis of which the tasks are performed independently, making the appropriate conclusions. In the textbook, special attention is paid to assignments aimed at ensuring that students can use the language practically, and oral and written speech is literate. [592]" Tugro – coat of arms ""to the bag" -gate (Page 3). "glory, dong,glory"



"target-character, trace" "narration - wise sentence" (page 5) "confession-happy fate, happiness, luck" and so on. [592]" Tugro – coat of arms ""to the bag" -gate (Page 3). "glory, dong,glory" "target-character, trace" "narration - wise sentence" (page 5) "confession-happy fate, happiness, luck" and so on. "Words of applause-wish of good" in some places, the assignment of assignments aimed at interpreting the meaning of Words serves to increase the vocabulary of students. For example, words found as a result of the search for the meanings of the words "sky" in Exercise 2, "weary" in Exercise 3, "laugh" in Exercise 4, "walking" in exercise 7 will undoubtedly enrich the vocabulary of students, expand their worldview. In exercise 19, as a result of research on the use of the words "reads", "cites", "finds", "speaks" in what sense, it is possible to look deeper into the inner layers of the language. In addition to searching for the meaning of the word in the textbook, the tasks assigned to the appropriate application of words in the sentence enrich the speech of students and teach them to think carefully by solving the problem. Another way to work on vocabulary requires the reader to read additional literature. For example, in exercise 14 (page 10) 6 types of melon are given, how many different types of melon are there in Uzbekistan? It is said to write your answer. The student is told the condition of this exercise the day before. She is looking for answers from her parents, grandparents. (There are more than 15 types of melons in Uzbekistan: rubella, boswoldi, Daniel, gurvak, karakosh, etc.)Birds at exercise 104 (page 46), writing the name of flowers in exercise 112 (page 50), as well as writing in Exercise 3 (page 6) "with what letter do you start the sentence?", In exercise 7 (page 7) " which punctuation marks are placed at the end of the sentence? Why? grammatical tasks in the "style" are also oriented towards independent thinking. Exercise 22 (page 14)also A.Akbar's poem" an extract from the essays " is presented. The poem talks about how children make cotton look like different things. Under the condition of the exercise " what do you make cotton look like? The task "write with one sentence" encourages the reader to seriously search as you know, grammatical concepts will be remembered for a long time if they are formed on the basis of the method of problematic research. In explaining each topic, readers should give their feedback by reading, writing and analyzing the text. Their feedback [593] is confirmed using theoretical concepts from the textbook or an explanation from the teacher. For example, in the process of performing exercise 313 (P. 129), the reader observes the writing of words related to the adjective word category, deciphers, and how to write adjectives that indicate "strengthening and diminishing the sign"?"he will have to look for answers to his question. In elementary grades, both the phonetics of the language and the lexicon, morphology and syntax are mastered on the basis of a sentence and text. The meaning that the word expresses is also clarified in the composition of the sentence. The role and function of word categories in language is also manifested in the composition of the sentence. From this point of view, it is desirable that in



elementary grades each language phenomenon is studied in the composition of a sentence and text. The syntactic attitude of words in sentences determines the sentence fragments. Sentence fragments form a sentence. Head pieces from sentence pieces are practically taught in the 2nd grade. In the 3rd grade, the transition from practical to learning as an elementary theoretical concept. In this class, students will learn about the role and importance of head pieces in sentence formation. In the process of teaching speech fragments, it is necessary to work within the requirements of international assessment programs, in accordance with the present time. Because Uzbekistan will also be a participant in this program for assessing students' knowledge in 2021 based on the above program. This assessment program also allows grades 4 to compare the levels of text reading and understanding compared to peers in other countries under the PIRLS program (PROGRESS in INTERNATIONAL READING LITERACY STUDY - International Research Program for assessing the quality of text reading and understanding literacy of Primary School students). For the first time, a study conducted in 2001 (35 countries) is carried out every 5 years. After that, the number of participating countries of this program increased. In 2006, 40 countries participated, in 2011 - 45 countries, in 2016-50 countries.

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