

## **TEACHING PRIMARY CLASS STUDENTS TO THINK INDEPENDENTLY AND GUIDE TO DRAW CONCLUSIONS IN MOTHER LANGUAGE AND READING LITERACY LESSONS**

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### **Annotation**

Forms of guiding study outside the classroom. The main form of leadership is special education classes. Such lessons are free lessons. Students' interest in reading, scope of knowledge, aesthetic impression, perception of artistic images, and creative ability develop in their classes; skills and abilities of an active reader are formed. Extracurricular classes are focused on increasing the activity of students, so their construction is very diverse. Each lesson is the creation of the teacher and the student; the more variety and vitality is achieved in the lesson, the easier it is to achieve the goal. Despite this, his classes are subject to certain requirements in order to fulfill the tasks set before him.

**Keywords:** reading, literacy, lesson, class, student, independent, thinking.

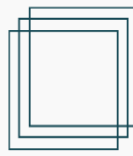
### **Introduction**

The preparatory stage corresponds to the literacy period of the 1st grade. "Information about the fact that a part of the lesson - 17-20 minutes was allocated to him" is kept. Initial stage. This corresponds to the 2nd semester of the 1st grade. At this stage, a 45-minute lesson is organized once a week. The main stage[1]. This stage corresponds to grades 2-4. During this period, students' reading skills are strengthened. In this, the students' learning outside the classroom is assessed. stages, program requirements, educational tasks are determined by students' interests. For example, if the teacher reads a small work at the preparatory stage, then there is a discussion and retelling of what was read, at the elementary stage, the entire class is provided with the same book, and all the students read one text. work on. An exhibition of works by one writer or one topic is organized. The work can be assigned to be read inside, albums can be made, clips from movies and slide films can be shown, musical moments can be held, and creative pictures can be drawn about the content of the work[2].

In this process, in order to preserve the book, it is taught how to patch and wrap it, "Festival of Fairy Tales" and "Expressive Reading Contest" are held. At the end of the main stage, it is very important for young students to acquire good reading skills and skills necessary for an active reader, and most importantly, to achieve their love for books and independent reading. The following principles are followed when choosing a book for reading outside the classroom. Educational purpose is taken into account when choosing a book[3]. When choosing a book, the variety of genres and topics of the works is taken into account.

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In elementary grades, it is appropriate to choose works of this genre because students are mainly interested in reading stories, fairy tales, poems, riddles, and proverbs. The appropriateness of the book to the age and level of the students is taken into account. When choosing a book, students' personal interest and independent reading are taken into account. The book selection is based on the seasonal principle. In general, choosing the right book is an important condition for ensuring the success of studying outside the classroom[4].

**Analysis and results.**

Books (works) read by students in each lesson are taken into account. They bring the books they have read and are reading to the class, two or three students talk about the book they have read, a situation of mutual exchange of ideas is created in the class (this situation continues even outside the class possible).

New books (works) are recommended for reading in each lesson. There are many forms of recommendation, including discussion, showing the book, creating a classroom display, reading an excerpt from the recommended book to engage students, showing pictures, or showing a movie. can be In each lesson, students can be taught the work as a whole. If the volume of the work is larger, this work will be done during two or three lessons. In this case, students can read aloud a passage from the book they have read. In this process, internal reading, memorization of poems, and reading in roles are used[5].

**Promotion of the book.** The list of works recommended to the student is hung in the classroom or in a special place of the school, they are periodically updated, supplemented, and exhibitions are organized. The teacher organizes special conversations. One-on-one support and daily check-ins. A conversation will be organized about the books read by the students, and the books read will be taken into account. Literary tales, quizzes, meetings with writers, literary excursions are organized, and special preparations are made for them. The books read by students are taken into account orally: they talk about what they have read in extracurricular and in-class reading lessons, and in individual conversations[6].

The leading condition for the purposeful work in solving this task is the successful development of the student as a person. The following factors determine the method of formation of elements of scientific worldview in students in connection with language teaching. The essence of language as a social phenomenon is to express its communication (communicative) function. The leading direction of language teaching at school, including in elementary grades, is to make students understand that language performs the function of communication. Thinking is inextricably linked with language, and thinking is expressed through words[7]. Language is considered a product of thinking and does not live independently outside of consciousness. Interrelated learning of all aspects of the language (pronunciation, phonetics, lexicon, grammar, word formation) at school is the leading principle in teaching the mother

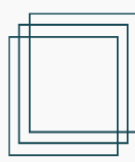


tongue. , creates a scientific basis for their understanding as a phenomenon with important interconnected aspects. Such a perception of the essence of language prepares the ground for understanding the development of phenomena and the structure of interconnected parts. School experience and special inspections show that the correct choice of the set of knowledge about language as a social phenomenon in the implementation of the above-mentioned preliminary rules in the educational process, the accuracy of the teacher's methodological path in explaining the main language phenomena and types , activation of students' thinking, high-quality language material, which is the basis for teaching language theory, has a decisive effect[8].

Each factor is not separate from each other in the school experience. On the contrary, their correct and purposeful influence on each other gives a positive result. Elementary school students gradually learn the development of language and the meaning of certain words in the process of learning nouns, adjectives, numbers, and verbs. In this place, the "Composition of the word" section has a great opportunity. In the process of studying the materials of this section, students will get acquainted with the important sources of the enrichment of our language with new words, with the formation of words. It is known that many new words are created on the basis of words that exist in the language, they are made like patterns in the language: like lemon tree in the type of lemon, like bozchi in the type of water[9]. The appearance of a new word in the language causes the formation of a group of words with the same root after it: employed, unemployed, worker. Language development is not specifically studied in elementary grades. It is important to create a foundation for a scientific view of language as a phenomenon that develops in connection with the development of society. Since the lexical part of the language is dynamic and develops quickly compared to others, the development of the language is explained in connection with the development of the society in accordance with the level of elementary school students. Observations of teachers and students regarding the changes in the lexical structure of the language provide suitable material for the formation of children's vision of knowing the world[10].

It is important to rely on students' life experience in language teaching. The teacher relies on the children's life experience and speech practice both at the stage of collecting evidence materials that require theoretical generalization, and to apply the given knowledge to practice.

As a result of studying language knowledge, the quality of students' speech activity changes, their awareness increases[11]. Dialectical thinking, in a broad sense, describes the ability to see events in development with the sum of all available signs, taking into account the dependence of events on other events and processes. This quality of thinking is gradually formed in students, and in turn, in the process of observation, they acquire the ability to find evidence, analyze it, determine the



interdependence of some aspects of the studied phenomena, compare and generalize. In recent years, the educational activities of students are becoming more and more research-oriented. In language learning, primary school students should not memorize certain rules and certainties, but rather analyze and synthesize the language material "found" by the students themselves or prepared from literary sources based on observing the life around them[12].

In the process of learning the native language, the material that serves as the basis for teaching the native language at school is especially valuable in solving the issue of forming the foundations of a scientific worldview in students[33]. The real side of the material, its ideological orientation and artistic expressiveness affect the students' thinking and emotions, expand their knowledge about the environment, cultivate interest in the language and the people who created it, and the general development of the students. increases their level and affects the formation of their personal qualities and outlook. In recent years, the demands placed on the content of the material of mother tongue school textbooks and manuals published for teachers have increased significantly. The main criterion of the material is the knowledge-enriching value of the text and individual sentences, lexical and stylistic accuracy, thematic diversity, connection with different aspects of life, ideological and thematic orientation of the texts, suitability for young students[13].

Thus, in the process of language learning, the teacher's methodological approach to the formation of the foundations of a scientific worldview in young students, the complex of knowledge about language that develops as a social phenomenon that students learn, the way of knowing that students learn, the language the educational, ideological, political and artistic value of the material that is the basis for learning has a decisive effect. Formation of the fundamentals of worldview in students is a multifaceted process, which is solved in the entire system of educational work carried out in school and outside of school[14].

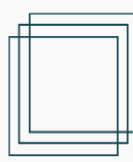
The system of language learning as a subject at school is based on the interrelationship of all aspects of the language, that is, phonetics, lexis, word formation and grammar (morphology and syntax). versatility and complexity, their dialectical unity is manifested, first of all, in its function as a means of communication. The medium of communication is an important feature, the basis of language. Each part of the language performs this task in connection with other parts. The sound form characteristic of each word creates an opportunity for people to communicate[15]. But the sound construction of the word does not live on its own, just as the form does not correspond to the mind without content[32]. Not a set of desired sounds, but only a set of sounds that convey a certain meaning can serve the purpose of communication. It is known that a word is a collection of sounds that convey meaning. The vocabulary of the language, the lexicon, is a unique building material that serves to express thoughts. No matter how rich the vocabulary of a language is, it is dead without grammar.



The vocabulary of the language does not fulfill the task of communication by itself. In order to serve the purpose of communication, the words of the vocabulary are grammatically connected with each other and a sentence is formed. The thought is expressed through this structured sentence[16].

The characteristic of each aspect of the language is reflected in the uniqueness of its language units. For phonetics, such a language unit is speech sounds, phonemes; word in terms of its meaning and application for lexicology; word forms for grammar, as well as phrases and sentences; A morpheme is a word in terms of its structure and construction. A word, a phrase and a sentence have many grammatical features[17]. A word has its own morphemic construction, its own type of word formation, a grammatical category (person, number, possessive, agreement, etc.), a certain syntactic function. Phrases, like words, have forms of word change (mostly the following word changes). A sentence is qualitatively different from a word according to its construction: the word itself is made up of morphemes that do not have an independent meaning, while the parts that make up the sentence have an independent lexical meaning outside the sentence, and in the structure of the sentence, its the meaning becomes clear again. Sentences and word combinations use variously formed words as "building material". The sentence is characterized by a number of syntactic features, as well as the finished tone[18]. Thus, considering the specific features of each aspect of the language itself emphasizes their interrelationship, the complexity of their transition to each other. Relations between departments of linguistics are similarly complex. Phonetics is connected with both lexicology and grammar. Sounds, phonemes, and syllables do not exist separately in the language, but are part of a word that conveys a certain lexical meaning[31]. The connection of phonetics with syntax is seen, in particular, in the presence of a certain tone in each sentence. A set of grammatically and semantically connected words is a sentence only if it has a certain tone. In this case, the content of the sentence depends on the speaker's tone expressed in the sentence. Thus, the tone serves as one of the ways of constructing a sentence along with the order of words, the use of auxiliary words, word changes[19].

Lexicology is closely related to word creation: firstly, the vocabulary of the language is filled and enriched mainly due to the creation of new words from existing words in the language; secondly, the lexical meaning of formed words is based on the material meaning of the artificial base. Morphology is closely connected with lexicology and word formation. Learns the grammatical features of the word[30]. The grammatical meaning of a word always appears together with its lexical meaning, each word, on the one hand, indicates the signs of a specific lexical-grammatical group that belongs to this word, on the other hand, it will be the word's own lexical meaning. This general unit in the word is studied in morphology, not separated from the lexicon, on the basis of the lexicon[20]. A word is characterized by its inevitable morphemic structure, which depends on the word's lexical meaning and a number of grammatical signs.

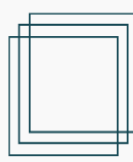


No matter how a new word is formed, it is always grammatically formed and has its own lexical meaning. Each word group has characteristic features of word formation. The morphemic structure of a word and ways of forming new words are studied in the word formation section of linguistics, not separated from grammar and lexicology[21]. The grammatical meaning of words and forms of its expression are studied; in syntax, the ways of forming phrases and sentences by connecting words together, as well as types of sentences, their content and use are studied. The word is studied both in morphology and syntax, but the object of study is different. The object of learning syntax is a sentence; in it, a word is studied in a sentence or a word combination with other words in terms of meaning and grammar. In morphology, words can be studied outside of sentences; the word is viewed from the point of view of its interaction with words belonging to a certain lexical-grammatical group[22].

Such a different approach to the word in morphology and syntax does not deny that they are related to each other, on the contrary, they live in the word and the sentence itself. Because words have a word change system, sentences perform the function of communication. Form formation and word formation are studied in morphology, but they are applied in the sentence, and the study of the rules of connection of words belongs to the field of syntax[23]. Morphological characteristics of the word group included in this phrase are taken into account when determining the way of interlinking of words in a phrase. These are some of the linguistic phenomena studied in relation to each other in morphology and syntax. These specific examples are enough to emphasize that morphology and syntax are independent parts of grammar, even if they require each other. The mentioned points determine the methodology of teaching the native language to primary school students, taking into account the internal connection between subjects[24].

Taking into account that all (lexical, phonetic, word formation, grammatical) aspects of the language are interrelated and each of them has its own characteristics, in order for students to master the language consciously, the characteristics of each aspect of the language and they need to master the connection between them. In grades 1-4, the system of learning the mother tongue is created taking into account the essence of phonetics, lexicology, word formation, and the interconnection of grammar. This situation is taken into account both when determining the order of studying the program materials and when determining the content of education (the organic connection between the sections of the program)[25].

The influence of all aspects of the language on each other is manifested in its role as a communication tool. As the main unit of the language, for the purpose of communication, the correct pronunciation or writing of the word should be equally understandable to all speakers of this language, and should be grammatically correct in the sentence[29].



Taking this into account, in order for young students to understand the essence of the interrelationship of pronunciation, graphic, lexical, word formation and grammatical aspects of the language, it is assumed that the communication function of the language is the leading one in learning the program material, that is, with people in the process of communication, all aspects of the language are used together[26]. For this purpose, in the study of the phonetic side of the language, great importance is attached to explaining the meaning and pronunciation of the word, the place of the sound in differentiating the meaning of the word. When studying the topic "Word", the main attention is paid to the students' overall understanding of the pronunciation, lexical meaning, morphological structure, grammatical signs, construction, use and writing of the word. In this case, the teacher should make the students understand that the word serves as a noun, as well as the influence of its morphemic structure and lexical meaning on each other[27]. During the study of the topic "Sentence", the main focus of the work is to explain the function of the sentence as a language unit in speech and to form the ability of students to easily use the sentence in oral and written speech. Studying all aspects of the language in connection with each other at school is the leading methodical principle of teaching the mother tongue. Doing this is a scientific basis for explaining that language is a complex phenomenon with growing, interacting aspects.

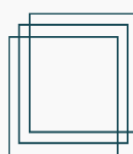
Conclusion. At the same time, it also has an educational effect on children. Children's literature helps students understand the country, nature, people's work and life, their actions and heroism, the reality of children's lives, children's games. will teach. The history of our nation, its traditions, material and spiritual wealth, all dreams are preserved in fairy tales created over the years. It is recommended[28]. Children who read fairy tales strive to overcome difficulties, become brave and brave. Only if the students say that I am a part of all the people on earth, and I should grow up worthy of them by what I do for my people. They can become worthy children of their people. Fairy tales are an international artistic tool that educates the young generation in this spirit. These are the favorite fairy tales of the students. With the help of the teacher, the students understand the life conclusions from these tales that a person should believe in his own work and should not be jealous of someone else's wealth.

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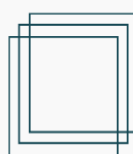
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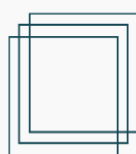


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