

GRAMMAR IN MOTHER TONGUE LESSONS OF PRIMARY CLASS USE OF GAMES

Shamsiddin Murotaliev

Master of Termiz State Pedagogical Institute

Annotation

Improving the educational process is determined by the desire of teachers to activate the knowledge and interests of students. The essence of activating cognitive interests is to organize an educational activity in which the student acquires the basic skills of acquiring knowledge and learns to acquire knowledge independently on this basis. The problem situation and the educational problem are not as a mechanical combination of teaching and learning activities, but as these two are the main concepts of problem-based learning, which is considered as a dialectical interaction of activities. Problem-based teaching is the teacher's creation of a system of problematic situations, explaining it (fully or partially) and managing students' activities aimed at acquiring new knowledge (traditionally or unconventionally), as well as is the activity of providing management through independent preparation and solving of educational problems.

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

Introduction

A problematic situation in teaching can be effective only when students are able to create a desire to get out of this situation and overcome the contradictions that have arisen. Such a desire, which should be awakened in students, does not occur in any problematic situation. The emergence of such a desire: the content of the situation should be of particular interest to students, and it is determined by the need for them to feel that they can solve the problem in general. Also, an important element of problematic situations is the ability to formulate problems appropriately. It depends on the ability of the teacher, including his intellectual ability and the level of knowledge, skills and abilities he has developed[1]. When setting a task that creates a problematic situation, such issues as whether the student can perform the specified problematic task, whether he can achieve independent analysis (understanding) of the content and conditions of the task are the main characteristics of these opportunities. Problem situations can be different in their unknown nature, interesting content, degree of difficulty, inconsistency of information, type and other methodological features. The analysis of views in the literature shows that the problem consists of three components: known (on the basis of the given task), unknown (finding them leads to the formation of new knowledge) and previous knowledge (students' experience). They are necessary to carry out research aimed at finding the unknown.



First of all, a learning problem is defined that is unknown to the student, and the methods of its execution and the result are also unknown, so that the students can find the expected result or solution based on their previously acquired knowledge and skills. they go to find their way[2].

Analysis and results. It provides proof of mastery of educational material, makes it strong, solidifies knowledge. It creates a positive emotional reaction to reading in the student, forms an internal need for learning. In the problem-based method, which is the basis of problem-based education, the leading task of today's educational science - the formation and development of personal qualities in the student - is successfully implemented. Another method characteristic of the problem-based method is the explanatory method[3]. The usual forms of explanation are the teacher's lecture on the history of the problem, lecture-conversation, scientific or critical article, and the textbook is related to the provision of high-level mental activity of teaching. The method of explanation is one of the most effective ways to activate students' thoughts and not to deviate from the topic by using problem questions, life and artistic truths that students should find in the recommended materials, problem statements that show the way to search for the truth, and the line of thinking. The teacher also applies the explanatory method when it is necessary to get acquainted with large materials that require a lot of time for students in terms of volume. required. In the problematic presentation of the material, the teacher not only conveys the material, but also explains how to study this material along the way, how to analyze a work of art or episodes or characters, as well as the language and style of the work[4]. In notebooks, students make their own sketches - plans, annotations, and notes about the teacher's lectures, articles read, works studied. Many people confuse "problematic education (problem-based learning technology)" with the concept of "problematic method". The fact is that the concepts of "problematic education" or "problematic educational technology" are one phenomenon.

Its content will contain only methods that serve to provide a solution to the problem. For example, the content, form and purpose of the heuristic method of teaching consists of questions and tasks that allow students to rely on their previous knowledge, and additional information obtained during the heuristic conversation helps to independently form an answer. In this process, the independent activity of students is divided into a number of interconnected parts[5]. This always leads to the solution of the problem[25]. The answer to the following, supporting questions, the level of independence may be different, but the need to search for answers guides students to make the most of their existing knowledge. The heuristic method is related to deep analysis (literary theory includes elements of such sciences as history, the study of works is usually related to the solution of artistic socio-philosophical problems). When using the heuristic method, the following methods are automatically used: developing a system of logically clear questions; system of tasks for the text; individual, group



assignments; problem formulation; analysis of questions to be worked together based on episodes. This method is expressed in the system of questions and tasks given in literature textbooks, if the goal that should lead the students is clearly defined. Here, students use the methods of analysis, comparison, reasoning, not only draw conclusions, but also justify their opinions at the same time. This method is directly related to the system of problematic tasks that require students to work on the text of literary works, but also on materials such as critical articles, memoirs, biographical sketches and encyclopedias[6]. Its essence is that, presenting a problem, the teacher organizes its solution together with students. That is, he directly participates in solving the problem. Pupils are partially involved in the problem solving process. The teacher is responsible for the main work. Often this happens during a heuristic conversation. Heuristic conversation is that after the teacher presents a problem to the students, he divides the problem into parts with the students, divides the big problem into smaller parts, logically follows one after the other, and avoids logical gaps in these questions[7].

The next method of implementing problem-based educational ideas is the method of independent research. Independent research refers to lectures, educational seminars, abstracts, reviews prepared by students on material not studied in class. All these types of activities are based on independent knowledge activities of students. In such cases, the teacher acts as a consultant and guide, but even then, the students do most of the research themselves. Another method that can be used in problem-based teaching is the educational seminar[24]. Educational seminar is one of the leading forms of theoretical research based on the independent knowledge activity of students. It serves for in-depth study of educational material, its generalization and systematization. The effectiveness of the seminars is ensured by the organization of a discussion dedicated to solving the system of problematic tasks[8]. A theoretical attitude is formed as a means of solving the problems discussed in the seminar, carefully choosing the sources of information for the work. Taking into account the main points of the plan, additional questions will be prepared in order to direct the students' activities during the creative discussion. The main form of organizing educational activities during the problem seminar is working in "small groups". In this case, the members of the microgroup act not only as participants of mutual control, but also as a stimulating factor of mutual intellectual activity, which ensures a significant increase in the efficiency of each student's cognitive activity[9]. The seminar may take place before the students' scientific conference. Also, problem seminars ensure systematization, deepening and expansion of knowledge on the studied problem, create conditions for conscious selection of the topic of an individual research project, help to form the experience of joint creative activity of students. Students' independent activity skills are developed and directed to the next stage of mastering the elements of the didactic analysis method - to work on the basis of the research method, which is distinguished by the complete independence of students[10].



When using the research method in the process of solving problematic issues, the following methods are used: comparison of book illustrations inspired by literary sources with images of paintings and sculptures; comparison of songs and romances with musical works created on the basis of plays, novels, poems, comparison of plays and other stage performances with works of art; comparing two or more works on similar topics or created on the same topic; tasks for comparing two or three heroes of different works on similar problems are used, that is, assignments that require familiarization with critical literature. These tasks will be associated with theoretical training, at least a very small amount of reading relevant literature[11]. Research is conducted on the basis of such comparisons. In the case of problem-based teaching, the design teacher is also considered. He can achieve a positive result only through his knowledge of activity methods, experience, way of thinking, and his emotional-valuable attitude to reality. In fact, two levels of activity are observed in the structure of design activity: a) creative nature of design, which involves the creation of new knowledge in the form of a project; b) the individual nature of the design, which reflects the personality of the pedagogue in the project created based on the experience of advanced pedagogues. It is necessary to consider the design activity as a part of the pedagogue's professional competence, which expresses the unity of theoretical and practical readiness for the implementation of pedagogical activities and describes the professional quality[12]. The use of Internet opportunities in the effective organization of problem-based education also helps to increase interest in educational material in the performance of problematic tasks related to artistic works. When solving the given problem, students work on the basis of the knowledge they have acquired through the Internet, use it to prove their views, complement and deepen each other's answers. Many materials are studied independently in practice. The knowledge gained by students using Internet materials is very solid, well-thought-out, in addition, the collective nature of research is of great importance - it increases the sense of responsibility and joy in common intellectual work[13].

Problem-based education is based on systematic and specially created problem situations by the teacher by giving problem questions and assignments. The main feature of all problems is that, firstly, they contain contradictions, and secondly, these contradictions are objective, not dependent on a person. Educational problem is a form of implementation of the principle of problem in teaching. An educational problem is a subjective phenomenon and exists in the student's mind in an ideal form, like any judgment, until the thoughts are logically completed[14]. The task is an objective phenomenon, for the student it exists in material form from the beginning, and it becomes a subjective phenomenon only after the task is perceived. An educational problem is a manifestation of the logical and psychological contradiction of the assimilation process, which determines the direction of intellectual research, arouses interest in learning (explaining) an unknown essence and leads to the acquisition of a new concept or a new method of action. is a form of lish[23].

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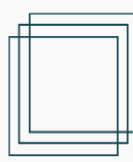


The psychological essence of the educational problem is that it is the content of the problematic situation that occurs during the student's educational activity. It embodies new knowledge and methods of acquiring this knowledge, and determines the structure of the thinking process. The main functions of problem-based education: determining the direction of intellectual research, that is, the student's activity related to finding a way to solve a problem; is the formation of the student's ability, interest and motivation to learn new knowledge[15]. Systematic application of problem-based educational technology to the process of literary education of grades 1-4 is highly self-aware, independent-minded, has a sense of tolerance, can determine his direction in the world of spiritual values, developed creativity It is the basis for the formation of a cultured person who has the ability[16].

From the point of view of modern didactics, the principle of problem-based education from the bottom up is considered to be education based on the search for a solution to a problem and the completion of tasks arising from it, which activates the interests and thinking of students. In the process of studying literature at school, problem-based education is used, first of all, on the basis of its focus on debates, development of the student's creative abilities, discussion of the behavior and feelings of the characters of artistic works, research and literary studies. is done[22]. In raising such a person, it is appropriate to pay attention to problem-based education along with traditional forms of education. The lesson based on the principle "the teacher imparts knowledge, the student acquires it without excessive effort" is unable to meet the modern requirements of the development of the society at the moment. Literary analysis of the work often fails as a result of students not understanding what didactic analysis is and why it is needed[17].

As it is rightly noted, serious reforms in education have begun to bear significant results today, which is evidenced by the fact that the dignity of a person and the opportunities to reveal his independent concepts are expanding, which plays a leading role in the formation of their way of thinking. After all, a student who strives for independent thinking from the first grades, the world of thinking is formed and expands over the years.

Specific topics included in the elementary school "Reading Book" textbooks are determined by the fact that they introduce students to the magical world of fiction, and focus on the correct formation of their worldviews based on the ideology of national independence. Accordingly, the leading feature of the reading classes is to ensure the literacy of the students, as well as to educate the students in the spirit of high moral values based on the national ideology. The subject range of the works studied in the reading lessons of primary grades is quite wide, and they are general, such as mother nature, seasons, folklore, love of work, major holiday dates, national independence and spirituality. are united within the framework of topics[18].



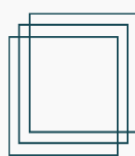
The subjects chosen for the reading classes are intended to provide students with knowledge and education on everyday life, strengthening of independence and human relations. Among them, the themes of independence, homeland, spirituality and nature stand out. Their goal is to create self-awareness, independence, homeland and nature.

The socio-historical content gives a certain idea about the past of our country, the life of our people, the heroic struggle, the deeds of great figures, and historical dates. Among them are texts about Beruni, Amir Temur, Alisher Navoi, Babur, Shaibani Khan and other ancestors. Such works not only introduce students to our past, but also help them to deeply understand their filial duty and responsibility towards the Motherland[19].

Working on a literary text is the basis for expanding the student's thinking and making reasonable conclusions: "Literature still embodies nature, man and life, and in this embodiment, it arouses people's pleasures, pleasures, imaginations and images, and moves them to action. while bringing up the truth of manners, appealing to human intelligence, conscience, religion, honor, in turn, to embody in the eyes of innocent children, teenagers and young people with all its nobility in the form of masterpieces that's right."

Conclusion. It cannot be forgotten that there are very valid considerations in the views of Ibrahim Gafurov, a literary scholar, a skilled translator, and a Hero of Uzbekistan. Emphasis is placed on the formation of independent thinking along with excitement in the student, who has the opportunity to draw certain conclusions even from the beginning of elementary school[20]. This is how the feeling of love for the Motherland is formed in elementary school students. In the process of familiarizing with and analyzing the works that tell about the past of our country, the students will have the opportunity to compare the past with the present day, and form a brief understanding of the development of society. In this regard, "My Uzbekistan" by H. Imonberdiyev, "Istiqlol" by Jumaniyaz Jabbarov (2nd grade), "What is a flag?" by A. Rustamov, "Oktam Avlod" by Anvar Obidjon (3rd grade) are especially related to national independence. class), Safar Barnoyev's works on the topic "Mangulikka tatigulik kun", E. Malikov's "Hello, Neksiya!" (4th class) will help closely[21].

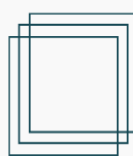
When working on texts related to nature, a trip to the bosom of nature is organized, teaching children to be observant, and the methods of verbally expressing their conclusions from the natural scenery obtained also give good results. The analysis of works on patriotism is carried out by means of meetings with famous people of the homeland or showing films related to the topic. if implemented, the effectiveness of the lesson will increase. In general, all the topics in the "Reading Book" textbooks provide students with education and training, as well as increase their vocabulary in their thinking, the correct formation of oral and written speech, and the development of speech culture. attention is paid. That's how the unique views and world of thinking of primary school students are formed.



"The goal of a literature teacher is to be able to show students the miraculous power of fiction and to be able to transmit its aesthetic influence, and the science of literature teaching methodology includes the same qualities in future students. It is necessary to focus on the formation of competencies". We would like to emphasize that the mentioned concepts encourage the student to think independently. Students, especially primary school students, form their world view very quickly, and it can be observed that class textbooks take this feature into account. It should be noted that in the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class, both in terms of subject and content.

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