



## **Teaching Methodology of Mother Language Science in Primary and Senior Grades and General Characteristics that should Be Attention**

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**Abstract:** *In this article, the teaching methodology, general characteristics, subject matter, ways and means of teaching the Uzbek language to students, i.e. speaking, reading and writing, in primary and upper grades. the acquisition of grammar and spelling is considered.*

**Keywords:** *Mother tongue, education, knowledge efficiency, new teaching methods, creative thinking.*

It is known that education of the young generation has always been important and relevant. But in this day and age it really becomes a matter of life and death. The state education standards of the Republic of Uzbekistan envisage a fundamental improvement of the teaching of all general education subjects. To fundamentally improve the teaching of the mother tongue in general education schools, which are considered the main link of educational institutions, to use the most effective methods, tools and methods of education, and to turn the student into an active participant in the educational process. requires. Mother tongue classes should be conducted in such a way that each studied language event attracts the student's attention, encourages him to perform creative activities, and creates an opportunity to show his identity. The classes help students to be creative, to understand the essence of the language phenomena being studied, to think independently and draw conclusions, to show each student their identity, to freely express their thoughts and opinions, and to express themselves. let him create a wide opportunity to defend his point of view. Developing such qualities as speed, sensitivity, ingenuity, persistence, independent overcoming of educational difficulties, and completion of the work started is an urgent issue for the teacher. In fact, it is an important issue that the teacher and the student, in the process of monitoring and checking the results of the training, should emphasize and evaluate the fact that it is a sign of the lack of training, and the possibility that they will not be able to master the training if they are not trained. Because, in most cases, if the hard-worked training does not have the desired effect, the student will lose interest in the subject if he is not motivated. Every student in the classroom should not be out of control. This situation requires great pedagogical skills from the teacher. Each student's success in controlling knowledge depends on the extent to which he uses oral "quick tests", "quick quizzes" or game tasks. In the process of mother tongue education, if games and assignments are widely used to increase students' vocabulary, to form and develop the skills of correct and accurate use of words in speech, after studying various topics and sections if the repetition exercises are conducted on the basis of "Ingenuity competition", if a balance is created between tasks of the nature of recollection and tasks of a creative and creative nature in the lessons of the native language, if one of the organized game-tasks is focused on filling the other, the native language exercise The level of efficiency of the classes will be high. In the process of passing native language lessons, create game situations, ask quick tests or questions for

each student, regularly conduct repetition exercises in the style of "Ingenuity Competition", organize such competitions in the cross-section of classes, It is advisable to involve the students themselves in the preparation of yin-assignments, to encourage the student who has completed the tasks according to the mastery level. The methodology of mother tongue science studies the following issues:

1. Determines the tasks and content of teaching. What should be taught? answers to the question, that is, determines the programs and educational content of the primary classes of the native language course, creates textbooks and manuals for students, improves them, and constantly monitors their effectiveness and compliance.
2. Develops a consistent system of teaching methods, principles, methods, lesson and its types, students' practical work - exercises and written work, i.e. prepares an answer to the question "How to teach?"
3. It solves the issues of the most useful conditions from a scientific point of view in providing students with knowledge and skills in their native language, that is, prepares an answer to the question "Why should we teach in this way?". He studies the most useful materials, methods, substantiates the selected methods, experimentally checks the recommendations. Teaching the mother tongue in primary grades includes not only grammar, spelling, and related speech development methods, but also methods of reading and writing in the classroom and outside the classroom. Based on this, the science of mother tongue teaching methods in primary grades performs the following tasks:
  - a) defining and justifying the content, scope and existing system of the native language course in primary grades, i.e. the program of the course (literacy, reading, grammar, spelling, speech development, etc.);
  - b) to study the process of formation of knowledge and skills from reading and writing, as well as the difficulties faced by students in this process, to analyze the cause of mistakes, to develop types of work that help to prevent and correct them; Based on this, the science of mother tongue teaching methods in primary grades performs the following tasks:
    - a) defining and justifying the content, scope and existing system of the native language course in primary grades, i.e. the program of the course (literacy, reading, grammar, spelling, speech development, etc.
    - b) to study the process of formation of knowledge and skills from reading and writing, as well as the difficulties faced by students in this process, to analyze the cause of mistakes, to develop types of work that help to prevent and correct them;
    - c) students' clear understanding and thorough assimilation of the educational material given in their mother tongue, the ability to apply the knowledge they have acquired in practice and the general development of students, that is, their intelligence, memory, observation, memory, logical thinking, development of methods and tools that help to develop creative thinking and speech;
    - d) implementation of educational tasks set before schools in connection with teaching the mother tongue, formation of moral and aesthetic qualities in students. The science of mother tongue teaching methodology in primary grades includes the following sections:
      1. Literacy teaching methodology, i.e. teaching elementary reading and writing. Teaching literacy to children is a very serious issue not only in the field of pedagogy, but also in social life.
      2. Study methodology. The task of the subject of study in primary grades is to equip children with the skills of correct, fast (in moderation), conscious and expressive reading.
      3. Methodology of studying grammar, phonetics, word formation. This section provides for teaching elementary correct writing and spelling, grammar concepts, formation of basic spelling skills.

4. Speech development methodology. This section has a special place in primary classes. First of all, children understand language and speech as an educational subject, they begin to understand not only what they want and what is interesting, but also the need to think about necessary things and events and make a planned speech.[6] They also master written speech, which differs from spoken speech not only in its graphic form, but also in its lexical, syntactic and morphological form. The methodology should enrich children's speech, and also ensure the development of syntactic and connected speech. It should be mentioned that connected speech is not studied in schools as a separate department, it is formed in connection with other departments of linguistics. In one-hour lessons, it would be appropriate for the teacher to rely on reproductive thinking when appropriate, and creative thinking when appropriate.[7] This, in turn, requires our pedagogues working in general education schools to work based on the age and knowledge level of the students, correctly assessing the scope of the subject of the lesson.

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