



Improved Lingumeto-Methodological Basis of Increasing Student Interest in Primary Schools

Pirniyazova Sholpan Oteniyazovna

Nukus State Pedagogical Institute
Elementary school teacher

Abstract: The article discusses the teaching of the mother tongue in primary school and its methods. Information is provided on the principles on which the methodology of teaching the mother tongue is based.

Keywords: language, society, class, method, principles, task and goals.

INTRODUCTION

According to the National Program of Personnel Training of the Republic of Uzbekistan, the main goal of today's education system is to bring up a fully developed and harmoniously developed person. Public policy in this regard is an integral part of the process of educating a person intellectually and spiritually.

The direct learning process begins at the pre-school stage. While the introduction of basic education and upbringing is carried out here, in the primary grades the work of education and upbringing is carried out in a relatively more perfect form. Elementary schools teach math, reading, mother tongue, parenting, basic computer science, and more. Among them, the language of our constant communication, the mother tongue, has a special place. Native language teaching in primary school is a long-standing process. Between the 1950s and 1970s, a number of manuals were developed on the teaching of the mother tongue in primary school.

In the field of science, not only in this area, but in all areas, the first means of teaching a science is chosen. In modern science it is called "method", "methodology". Each method used in the teaching process should serve to deepen the subject and make students more interested in the subject.

It is very important to teach the mother tongue in primary school. The famous and skilled Russian pedagogue, the founder of public schools and Russian pedagogy, K.D. and considered the leading subject. "A mother tongue, which is a great teacher, teaches a child a lot ... In two or three years, a child learns so much that he learns so much that 20 years of diligent methodological work even when read correctly, he cannot learn half of it. This is the great pedagogy of the mother tongue, "he said. That is why teaching the mother tongue in primary school requires a lot of work and attention, because the language is a means of education. serves as the golden key to learning.

The child receives all the information in the native language, thinks in the native language and expresses his views in this language. In addition to the acquisition of skills and competencies in

mother tongue lessons, the student should strive to learn the mother tongue in more depth. Because the mother tongue serves as a factor leading to perfection and knowledge.

The type and content of mother tongue lessons in primary school include:

1. To develop their oral and written speech in connection with reading, writing, study of grammatical material, observations and social activities of students.
2. To teach first-graders literacy, that is, to teach them basic reading and writing skills, to turn these skills into skills.
3. Learning the norms of literary language, ie spelling and punctuation, correct pronunciation, speech and stylistic elements.
4. The study of theoretical materials in grammar, phonetics, lexicology, the formation of scientific concepts of language.
5. To acquaint students with examples of fiction, popular science and other literature through reading and grammar lessons, to develop in them the ability to understand the work of art.

There is another important factor to consider when dealing with elementary school students. Significantly, elementary school children are more playful than preschoolers yesterday. Their main goal and interest is the game. This means adapting the child to a new environment, a new growth process. This is a topical issue. Because a child's psychology is fragile, a single mistreatment of him or her can stifle his or her interest in science, not just science. Therefore, it is better to try to organize the lessons in a fun way for the child. Choosing science and subject-appropriate methods also requires skill, experience, and most importantly, in-depth knowledge of the teacher. This is because the method chosen for the lesson must be appropriate to the age of the student and the topic being taught.

One of the most important aspects of the method is that it helps the child to acquire knowledge, to encourage him to think about the topic, and to keep him interested in the subject.

Native language teaching in the primary grades is the basis for the teaching of the mother tongue in the upper grades. At the same time, the organization of native language classes in primary school has its own peculiarities. The methodology of teaching the mother tongue in the primary grades is related not only to spelling, speech development and grammar, but also to the processes of teaching literacy, classroom and extracurricular reading. Native language teaching methods require students to identify their skills, knowledge, and abilities at different stages and stages of learning and work on their strengths and weaknesses. The methodology of teaching the mother tongue in the primary school includes several sections.

1. Literacy methodology, ie teaching to read and write. Teaching children to read and write is a very serious issue not only in pedagogy, but also in social life. Because the literacy of the people is a weapon in the struggle for independence, for political consciousness, for culture. In the independent Republic of Uzbekistan, special attention is paid to the literacy of everyone. Our President cares for the next generation to become literate and highly spiritual. For example, children who have entered the 1st grade will be given all the weapons they need, and so on.

2. Reading methods. The task of reading in primary school is to equip children with accurate, fast (moderate), conscious and expressive reading skills.

3. Methods of studying grammar, phonetics, word formation. This section covers the teaching of elementary correct writing and calligraphy, the formation of grammatical concepts, basic spelling skills.

4. Speech development techniques. This section has a special place in the primary grades. Children first understand language, speech as a subject of learning, they begin to understand the need to create a planned speech, thinking not only about what they want and interesting, but also about the necessary things and events. They possess not only graphic form, but also written speech, which

differs from oral speech in its lexical, syntactic, and morphological form. The methodology should enrich children's speech and also develop syntactic and coherent speech. It should be noted that related speech is not studied in schools as a separate department, it is formed in conjunction with other departments of linguistics. There is a basic method of teaching the mother tongue, which is based on the theory of existence. The methodology, as a specific subject, implements the standards set by the methodology of teaching the mother tongue in the primary grades. It cannot deviate from its rules, that is, it develops skills and abilities such as free thinking, broadening the field of thinking, fully expressing one's opinion in writing and orally, and being able to communicate freely with members of society. is to develop techniques.

The Law on Education is the basis of state policy in the field of education

The principles are defined:

- the humane, democratic nature of education and upbringing;
- Continuity and consistency of education;
- compulsory general secondary as well as secondary special vocational education;
- The direction of secondary special, vocational education: the choice of studying in an academic lyceum or vocational college;
- the secular nature of the education system;
- open access to education within the framework of state educational standards;
- a unified and differentiated approach to the selection of educational programs;
- Encourage knowledge and talent;
- harmonization of state and public administration in the education system.

The above principles help to define the goals and objectives of mother tongue teaching methods.

When teaching methods based on the knowledge of psychology, the student has the opportunity to approach, taking into account the age and individual characteristics. The methodology of teaching the native language is also closely linked with the science of psycholinguistics. Psycholinguistics provides information about the method of speech - the factors that determine the types of intellectual expression, the apparatus of "speech perception signals", the benefits of speech influence on individual attitudes and public relations. It is very important for the methodology of speech development. In addition, the methodology of teaching the mother tongue in primary school is closely linked with the science of didactics. The methodology is based on the principles set by didactics.

References:

1. Ushinskiy K.D. Selected pedagogical works. - Tashkent:., Uzdavnashr ", 1959 - p.49.
2. Karima Kasimova, Safo M atchonov, Kholida Gulomova, Sharofat Yuldasheva, Sharoljon Sariev, ., Methods of teaching the native language, - T.: "NOSHIR", - 2009.
3. Nasiba Jorayeva, ., Current issues of mother tongue teaching methods in primary school, *Academic research in education* | 9 | 2021
4. Temirbekova, A. O. (2012). Iz istorii issledovaniya mejdometiy. *Vestnik Kostromskogo gosudarstvennogo universiteta*, 18 (3), 73-76.
5. Uskakovna, K. Z. (2020). Technology of Training Future Primary School Teachers to Imitate Real-Life relationships. *JCR*, 7 (12), 3077-3081.