



Working on Numerical Word Series through Interactive Methods and Didactic Games in Primary Classes

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Abstract: In this article, ideas are expressed about the guidelines for using interactive methods and didactic games in teaching number vocabulary to elementary school students. This article highlights the role of didactic games and interactive methods in education and reflects theoretical information about them.

Key words: education, essence, stage, period, technology, imagination, number, independent vocabulary, “association”, “brainstorming”.

Scientific observation and experiments show that when teaching word groups to primary classes, it is meant to be enriched and complicated from the lexical and grammatical point of view from class to class, step by step. Teaching the number of words is considered a process of the same form and is studied in the following three directions:

Work on the meaning expressed by the number of words and its orthographic (pronunciation) aspect;

Work on the grammatical features of the words in the number group;

And the last process is to work on the orthographic (spelling) of the words in the number of words.

The number word group is also studied on the basis of the principle of connection and consistency, like other independent word groups. This consistency and dependence is of the following form:

In the 1st grade, students are taught only words related to this word group without using the concept of number word group.

The process of learning this word group starts from the second grade, and at this stage, elementary school students are taught the questions of the number word group, what it means;

In the process of the third grade, the concept of a number of words comes into play. In this way, the students will be able to determine the amount of the subject based on linking it to the noun phrase. In the formation of these skills, work is carried out based on the lexical features of the number of words. This process, as mentioned above, requires learning in connection with the noun group.;

The process in the fourth grade is to give an understanding of the groups of the word group of numbers (count and ordinal numbers), their spelling, and phonetic changes in numbers written with a double consonant. At the same time, concepts about Roman numerals are formed at this stage.

Count in the process of imparting this knowledge to elementary school students lexical-semantic and grammatical features require studying it in lexical and grammatical aspects. It is effective to explain grammar and spelling rules based on a conversation and semi-research method.

The role of didactic games and interactive methods.

A number of changes were made to the current science programs with the help of the national program developed on the basis of foreign experiences and knowledge. The requirements of the national program indicate that by the end of the fourth grade, each of the primary school students should be able to distinguish between the number of words and their meaning types, understand their stylistic features and use them correctly in speech. Learning skills are formed. Students should develop creative thinking based on foreign experiences while developing these skills. We believe that in this process, didactic games and interactive methods that serve to expand the thinking and imagination of elementary school students will have a positive effect. Children of junior school age enjoy playing didactic games because they are separated from the game activity and this activity is still observed in them. The following forms of this activity are observed in them:

Playful motives;

Game problems;

Game questions and answers.

Therefore, the role of interactive methods and didactic games is very important in forming the understanding of number vocabulary among elementary school students. However, not all selected didactic games and interactive methods have a positive effect in achieving the intended goal. That is, all methods and organized games should be suitable for the psychological, physiological and age characteristics and capabilities of elementary school students. It gives a good result only if it is used based on the above requirements. Didactic games for elementary school students such as "Association", "It can't be", "Explain to your friend", "Charkhpalak", "FSMU", "Five fingers", "Brainstorming", " We think that using interactive methods like "Pillapoya" will give good results. On the basis of the didactic game "It can't be", giving an understanding of the number of words is organized as follows.

The convenient part of this didactic game is that it can be used in random situations, that is, without prior preparation. We will consider this in the fourth grades based on the concepts of the number word group:

In this process, students will acquire knowledge about the spelling and grammatical features and meaning of the number of words.

Students are given some information (false and correct) about the number vocabulary:

Then the information will be read out to the student on the board or in the team (individual or group form);

At the next stage, the student(s) will have to say the phrase "it can't be" when they hear a mistake among the information they hear. For example, "the number four belongs to the group of single numbers." In this case, the reader says "it can't be" when listening to this information, since the number four belongs to the group of numbers.

The interactive method "Charkhpalak" is effective in creating an understanding of number words for third-grade students. Because it can be adapted to the age and capabilities of students at this stage of elementary school. This method provides students with the following opportunities:

This method is used to strengthen or check the knowledge given on the subject;

In this process, the main condition required from the students is that they should sit in a circle around the table;

Each group participant is numbered;

Groups divided into three are presented with questions in envelopes of the same shape;

Questions should be formulated in a form that meets a number of requirements.

That is, the questions can be as follows within the scope of the topic covered:

Ask questions about the highlighted words in the text, tell them what they mean (in this case, it will be clear which word category the word belongs to);

After this process, how many are the numbers in the text? Divide into enumerative or ordinal groups using questions:

How many were the numbers representing the meaning of the count (that is, say the number);

It is possible to find the omitted words by omitting the words related to the number word group from the structure of the sentence.

Then, based on a picture, make a connected story using words from the number vocabulary.

On the basis of this interactive method, the skills of primary school students are formed not only in terms of thinking and imagination, but also in the correct use of words related to numerical vocabulary in oral speech. The success of all methods and didactic games depends on the content and system of questions developed by the teacher, in addition to the above-mentioned characteristics of age and ability. Using the cognitive activity of young students with questions encountered on the way does not give the expected result.

Based on the requirements of the national program, it is possible to use the “Explain to a friend” method to create an understanding of the Roman numerals and the spelling of the number words in the fourth grade. . The number of students should be at least five. Depending on the capabilities of the class, it can be increased again. They are lined up on the board they sit. The teacher writes a Roman numeral on the back of the last student. In this case, after realizing which number the student is, he writes it on his friend’s back. This process continues in the same way. Through this method, students develop skills related to activities such as attention and imagination.

CONCLUSION

Thus, didactic games and interactive methods in forming the concept of number vocabulary in primary grades help to activate the mental activities of young children, increase their thinking, interest them in learning new knowledge, increase attention, and rely on speech experience. .

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