



METHODS AND EDUCATIONAL TOOLS USED IN PRIMARY SCHOOL NATIVE LANGUAGE CLASSES

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Annotation: This article describes the methods used in native language lessons, forms and methods of organizing the joint activities of the teacher and the student in teaching the native language. The views of several world didactic scientists on teaching methods, their scientific research, and their analysis are included and discussed.

Keywords: native language, inductive and deductive method, educational use, method, conversational method, educational activity.

Introduction. Quality education in schools largely depends on the textbooks being created. That is, they must meet educational standards, as well as interest students and arouse their love for science. Used in primary school mother tongue classes methods and educational tools Forms, methods and techniques of organizing the joint activities of teachers and students in teaching the mother tongue are developing and updating in connection with the improvement of the education system. Until the late 19th and 20th centuries, the most commonly used methods in teaching the mother tongue were the explanation method, the conversation method, the analysis-synthesis method, the independent work method, and the inductive and deductive methods. In recent years, world didactics have conducted considerable scientific research on teaching methods and their classification. They classify teaching methods in various ways. One group of scientists (S.I. Perovsky, E.Y. Golant) divides educational methods into oral, instructional, and practical methods depending on the source of knowledge acquisition, while the second group of scientists (M.A. Danilov, B.P. Esipov) divides them into methods such as acquiring knowledge, forming skills and competencies, consolidating acquired knowledge, and testing and evaluating skills and competencies, based on the educational task performed in certain types of lessons. Y.K. Babansky divides teaching methods into three large groups: Methods of organizing students' learning activities. 1. 2. Methods for stimulating students' learning activities-run. 3. Methods of monitoring students' learning activities. 4. The fourth group of scientists (M.N. Skatkin, L.Ya. Lerner) based on the specific characteristics of cognitive activity, developed educational methods: 1. Explanation-demonstration method. 2. The method of recall. 3. Problem statement method. 4. Partial traceability method. 5. Research (exploratory, creative) methods are divided into the following.

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Methodology: Induction is the process of drawing a general conclusion based on the observation of a certain number of individual facts, events, and processes. According to this method, a large number of objects or processes are first carefully observed and studied, and then a single, general conclusion is drawn from these observations. In induction, logic does not play a central role, experience plays a primary role. One proceeds from facts to rules, from many individual examples to a single general conclusion. A general conclusion is developed from specific cases and ideas.

Deduction is the application of a pre-existing general truth, a general principle, to smaller, individual cases, based on the rules of systematic thinking and logic. In deduction, a general hypothesis is tested through individual cases in life. This general principle is pre-existing, and cases are studied only to test and apply this principle. Logic is primary here; experience is secondary.

Currently, modern teaching methods are widely used in the educational process. The use of modern teaching methods leads to high efficiency in the educational process. It is advisable to choose these methods based on the didactic task of each lesson. Classes using modern technologies are aimed at helping students search for the knowledge they are acquiring, independently study and analyze it, and even draw conclusions on their own. In this process, the teacher creates conditions for the development, formation, acquisition of knowledge and upbringing of the individual and the team, while simultaneously performing the functions of management and guidance. In such an educational process, the student becomes the main figure. It is important that the method be chosen in such a way that the student can behave freely, express his thoughts fluently, and master the subject very well.

Discussion: As is known, there are currently more than a hundred types of interactive methods, most of which have been tested and have yielded good results. Using widely used methods - "Cluster", "Brainstorming", "Continue", "Presentation", "Blitz-survey", "Problem situation", etc., it is possible to achieve effective results in the lesson. In the questioning part of the lesson, the methods "Sinquain", "Reverse test", "Mind wheel" are used; in the explanation part of the new topic, the technologies "Insert", "Pinboard", "Staircase", "Boomerang", and in the consolidation part of the topic, the technologies "Venn diagram", "Fish skeleton", "Why? ", "How? ", "Conceptual table", "Lily of the valley" and the methods "Concept analysis", "T-table", "Resume", "Sunflower", "Wheelchair", and the methods "FSMU", "Cluster", "Chain of syllables", "BBB" when assigning homework ensure the effectiveness of the lesson and help to increase the knowledge of students. In native language lessons, in addition to the above-listed interactive methods, it is possible to use didactic games such as "Yes ... no", "Find the owner of the definition", "Who am I?", "Domino", "The fifth (sixth, seventh ...) is extra", "Mystery box method", "Feel the letter" methods. The Cluster Method. The Cluster graphic organizer stands for "Branching of Ideas." This type of method helps students delve deeper into a topic by

teaching them to freely and openly organize concepts or specific ideas related to the topic into a coherent sequence. 1. Any thought that comes to mind is expressed in one word and written in sequence; 2. Continue writing until the thoughts run out, and if the thoughts run out, then draw a picture until a new thought comes; 3. In the lesson, an attempt should be made to increase the sequence of thoughts and their interconnections as much as possible. The "Cluster" method is of immense importance in covering the topic "Word Groups" in native language lessons. Because through this method, students work on concepts related to the topic. For example, they can divide the concepts related to the adjective word group into branches in the following order. When word groups are explained in the "Cluster" method, concepts related to word groups are written in the center in order to focus the student's attention on this topic. Students place all their thoughts related to the topic around the center and write. After the ideas are presented, each idea or word is divided into categories. The "Cluster" method is used to achieve the following goals: 1. Increase students' vocabulary; 2. Improve written speech; 3. Develop thinking skills; 4. Develop the ability to categorize.

The method of "The fifth (sixth, seventh ...) is superfluous". When studying topics such as "Kitchen appliances", "Birds", "Pets and poultry", the use of this method to consolidate a new topic gives positive results. In this case, four words (concepts, ideas) related to the topic and one unrelated (superfluous) word (idea) are given. Students determine this word (concept, idea). The text is displayed on the screen. Students determine the superfluous word. Pets: cow, sheep, turtle, horse, dog. Then the task is given to compose sentences with the participation of these words and moral education is given based on the sentences composed. Example: A horse is a person's most reliable friend. Based on the sentences composed by students, love for mother nature is awakened in the hearts of students, and they are taught to have a positive attitude towards pets.

The "Mystery Box" method. The mystery box method also helps to develop students' logical thinking. To use this method, students are divided into groups. The teacher puts the names of 4 topics on the board and does not write any information about them. For example, when the topic "Word Classes" is discussed, such as Noun, Adjective, Number, Verb. In the "mystery box", information and examples related to word classes are written. Students place the paper under the word class to which this information belongs. The teacher analyzes the work done and gives incentive cards. The group that collects the most incentive cards wins. As a result, the student gains confidence and determination. He learns to engage in debate. He gets used to justifying his opinion. The age and level of knowledge of the students should be taken into account. Teaching the same lesson to students in every lesson leads to their boredom and reduces their attention to the subject. To prevent such situations, it is advisable to use various interesting methods during the lessons. The use of various interesting methods increases the attention of students. For example, a teacher teaching the topic "Syllables" to students can use the "Syllable Chain" method. In this case, the last syllable of the first word spoken should coincide with the first syllable of the next word. Example: school - congratulations; artist - somsa and so on. This method can be used to reinforce new topics being covered in students, as well as to test their quick thinking and vocabulary.

Result: In conclusion, innovative methods play an important role in helping students become literate and acquire the knowledge and skills required by the DTS requirements in an easy and interesting way. The use of these and similar methods during lessons greatly helps to repeat the topic and master a new one. It certainly shows its effectiveness in focusing students' attention on the topic during the lesson. As a result of using the above interactive methods in native language and literature lessons, it is possible to increase students' interest in science, to express their opinions freely, to respect the opinions of others, and to develop their ability to defend their point of view.

Conclusion:

These include communicative language teaching, task-based learning, and the use of digital resources like language learning apps and interactive whiteboards. The goal is to create an engaging and effective learning environment that supports both oral and written language skills, and encourages independent thinking and creativity.

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