

Organizing language lessons in elementary schools in national aspects

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Abstract: This article provides a brief overview of the national organization and the use of various methods of teaching the mother tongue in primary school.

Key words: Methodology, subject, tool, grammar, technology, pedagogy.

The work of the methodology of teaching the language in elementary schools is the knowledge of ways and means of teaching the Uzbek language to students, acquiring the language, namely, mastering speech, reading and writing, grammar and spelling.

One of the most important tasks is to organize primary school language classes based on the most effective advanced pedagogical technologies, based on today's requirements. To do this, you first need to know and understand the essence of pedagogical technology.

While preserving the traditional form of lessons, enriching it with methods that activate the activities of a variety of teachers can lead to an increase in the level of learning of teachers. To do this, the learning process is organized wisely, to stimulate the interest of teachers by the teacher, to constantly encourage their activity in teaching, to divide the learning material into small and small pieces, to open their content, to work in small groups, to use methods such as controversy, problematic situations, guiding text, projects, role-playing games, and to encourage teachers to do practical work independently will be made.

Language – skills and skills in the field of speech, reading and writing are a prerequisite and means of student learning. By acquiring reading skills, a child must first learn his or her native language. Because the mother tongue is the key to knowledge and intellect. The native language is also a means of teaching other subjects, and both the history of society and natural sciences are studied using their native language. Therefore, the mother tongue plays a special role both in a child's overall perfection and in awakening his or her passion for knowledge and work. Language is an important means of upbringing. A child who reads literary literature, newspapers, and magazines nurtures the best qualities. Occupies a culture of treatment. As the mother tongue takes the main place in elementary school, it is necessary to educate each student to be interested and in love with his or her native language.

These methods are also called organizing in their native language with national aspects. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. When these processes are applied, the teacher encourages the teacher to participate actively. The educator is involved throughout the whole process. The following are some of the benefits of the approach at the center of education:

- higher educational efficiency reading and learning;
- high level of incentives of the educator;
- to take into account the previously acquired knowledge;
- to harmonize the intensity of study with the needs of the teacher;
- support of the initiative and responsibility of the teacher;
- study by performing in practice;
- creating conditions for bilateral feedback.

In the process of using information and communication tools in primary education, it is necessary to develop and strengthen the mental immunity of students and young people. Of course, these activities need to start with the family, namely, to start with nurturing the spiritual qualities of our

children in the family, because the upbringing they are given will continue to grow with them. That is why the formation and promotion of the spirituality of our children is carried out first from the family and then gradually in a continuous education system.

In primary education, it is necessary to organize their language with nationalities, instill in them a sense of God, national pride, tradition and national values in the minds of students, and to develop human qualities such as culture of treatment, eating, dressing, decency, and industriousness.

The process of mastering the expression capabilities of the mother tongue is important in developing students' independent, critical thinking skills. During his or her skepticism, the child will be able to relate to the events surrounding him or her. The result of this relationship is that the object seeks knowledge of the names and characteristics of events.

A teacher of native language and literature serves as a bridge in speaking correctly, expressive reading, being able to express himself independently, acquiring as high a level of oral and written discourse and literacy as possible for everyone. This too is a manifestation of the responsibility he has. The teacher's people are such that he accepts each of his students as if he were his own child, is proud of his achievements, and shares his suffering. In some cases, the harsh family circumstances of some students, the lack of parental care, and the fact that it has a negative impact on his upbringing, sometimes raising children only at school, and the absence of such students attending regular classes are disturbed by the language of our teachers because there will be no stranger to the teacher, who will see them all as their children.

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