

Methods Of Developing Morphological Competence for Students in 3rd Grade Mother Tongue

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Annotation: This articles devotee to highlighting methods of developing morphological competence in 3rd graders.

Keywords: National Program, DTS, Curriculum, Evaluation Criteria, Competence, Textbooks, Language Lessons, Primary School.

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In elementary schools , knowledge of the sound structure of the Uzbek language and the methods of expressing sounds in written discourse, the change in words and the choking of words in speech, the morphological composition and vocabulary of words, the linguistic and semantic group of words, the correct writing rules of the Uzbek language, and the use of punctuation marks It's going to go. This knowledge serves to cultivate student speech.

Today, the National Curriculum and the textbooks created under it aim to refrain from remembering grammatical rules, to develop a creative way of thinking, to develop students' speech skills, and to direct students to think independently and creatively.

The main task of teaching the language is to develop speech competence aimed at thinking about a student, understanding the opinions of few, and being able to express his or her little opinions literately in his or her own oral and written form; developing and developing students' knowledge of grammar (phonetics, linguistics, word content, vocabulary, morphology, syntax, writing and spelling, punctuation marks, speech styles, stylistic concepts) and the speech tog to develop linguistic competencies aimed at developing ri and fluent statement conics. [1]

In Lesson 3, re-memory questions make up 40 percent, partial research-type questions make up 20 percent, creative questions make up 28 percent, and questions related to understanding literary concepts account for 12 percent. [2]

In the initial training phase, the minimum requirements for the level of preparation in the field of language education will be reflected in the following three parameter standard measurements:

- reading technique;
- understanding the idea of others and the content of the text;
- the ability to explain the function in writing.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. The native language is not a writing fan. The standard cosmetics of language education determined from the point of view of a child's ability to think, to understand what is expressed, and to express his or her opinions in accordance with a literate, logical consistency.

The launcher's native language curriculum was based on the requirements of the Country Education Standard, which is aimed at developing competencies for students. This curriculum aims to develop elements of basic and fan oid (speech and linguistic) competencies in 1-4 students.

competence is the ability to retain existing knowledge, conics, and skills in the daily hierarchy.

Shakllantiriladigan tayanch kompetensiya elements in Oquvchi:

Competence to work with information:

A1

understand the tablets that you hear from the radio and are blinded by the TV and find and use the necessary information from various sources;

to be able to tell you about TV, radio, telephone messages;

work with a book in the classroom, find the subject being arranged, the necessary rules, exercises, and perform exercise assignments in an orderly manner.

A1+

perform tasks using media tools, didactic materials.

Competence for self-development:

A1

studying and distinguishing academic subjects from each other;

find a word made up of several words that have an independent manoeuscript and create words based on the sample;

regularly improve their knowledge by reading and reading photographic books, magazines, and newspapers independently;

adhere to the agenda, organize it in a mountain, and engage in bodybuilding;

respect for adults, follow their advice, be able to behave in public places.

A1+

correct assessment of the content of oral and written texts;

to correctly understand the mistakes and shortcomings of the ozi, to control itself and to try to correct its mistakes, to help adults, minors and orthoments.

Socially active civil competence:

A1

participate in the processes taking place at school, in the family, and in their accommodations (various events, etc.);

knowledge and observance of their student duties and rights, functions;

to know the symbols of the state, to show respect and respect for the symbols of the state;

participation in school and extracurricular activities (competitions, etc.) and adherence to the culture of treatment;

to know a little place in the classroom and in the family, to understand the tasks entrusted to him;

help adults, comrades, and fewer;

preservation of classroom equipment and weapons of mass destruction.

A1+

to react to events, events and processes that are taking place in society

National and public competence:

A1

to dress in the middle and comply with hygienic requirements;

compliance with the internal rules and rules of conduct of the school;

to be able to distinguish between good and bad habits;

to know and distinguish between national holidays, national values, historical sites where he lives.

A1+

To know and distinguish between the buildings and historical sites built in our country during the years of independence.

Competence to be aware of and use the news of mathematical literacy, science and technology:

A1

know how many people are in the class and in the family, the number of classroom equipment and weapons of mass destruction;

Clearly state the dates of the holidays celebrated in our country;

use different tables in the daily activities;

to be able to save on what they need (weapons of mass destruction, clothing, etc.);

drawing up personal plans based on specific calculations, flowing out theme-related tables in the daily hierarchy.

A1+

to be able to draw up personal plans based on specific calculations, to be able to browse theme-related charts in everyday activities.

Similarly, it is recommended that you write the following basic and fan-related competencies in the maintenance of regulatory documents.

TK - tayanch kompetensiyalar

1. TK1 - communicative kompetentiya

2. TK2 - competence to work with information

3. Competence for self-development of TK3

4. TK4 - Socially Active Civil Competence

5. TK5 - National and Public Competence

6. TK6 - Competence to be aware of and use mathematical literacy, science and technology

news

FK - fanga oid kompetensiyalar

1. FK1 - nutqiy kompetensiya

2. FK2 - linguistics kompetensiya[4]

For example, in Lesson 3, when studying the vocabulary of a vocabulary, color, flavor, shape, and characteristics are grouped and the characteristics of these words are combined. Based on a summarizing of the characteristics of qualities, students distinguish their characteristics as a category of words:

(a) the subject of belgisini bildiradi;

(b) What is it like? or how? answer to the question;

(c) The intermolecular entity used by Jehovah's Witnesses in your country is a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. [5]

Here is an hour-by-hour lesson in the 3rd grade language:

Topic: Narrow talk.

The purpose of the lesson is:

Education: Give students general insights into what they say.

Discipline: Training students to be mature and perfect in all respects. Love for nature and animals is to teach them how to preserve it. Educating students in a spirit of friendship and industriousness. Cultivate a sense of love for God. Husnixat training.

Provider: enrich students' lungs with new words and introduce them to English translation; Explain to readers an article that speaks the language,

To instill that language is the most important means of communication between people.

Dars types: aralash

Lesson type: new educator.

Methods of the lesson: oral, practical, instructive, interfaith.

Lesson equipment: textbooks, pictures of things, test materials, and the use of ICT.

Technical drawing of the lesson:

Organizational Part	3 minutes
Questions for activating students	5 minutes
Work with a new theme	25 minutes
Creative activity (reinforcement)	5 minutes
End of lesson (students' raking)	5 minutes
Homework	2 minutes

Lesson slogan:

Solishtirib koraylik, kimning xati chiroyli?

Progress of the lesson:

I. Organizational part.

a) salomlashish

Oquvchilar:

In all settings

Hello, the word we love.

Our language is in this setting

Orgasm is also yourself.

Bizlar doimo deymiz:

Hello.

Oqituvchi:

And hello

Balli kids!

O'tiringlar.

Oqituvchi:

Bolajonlar, sog' -omonmisiz,

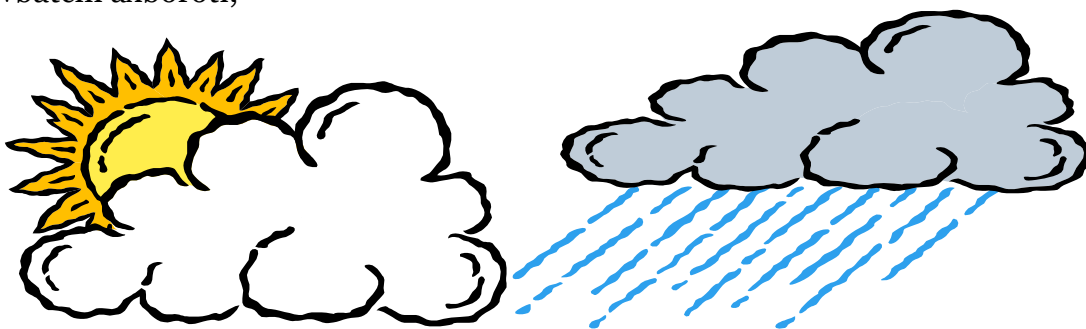
Are you ready for today's lesson?

Oquvchilar:

Hammamiz sog' -omonmiz,

We are ready for the new lesson!

b) navbatchi axboroti;



O'qituvchi:

The messenger of everything,

Sinfda kim navbatchi?

Oquvchi:

Sinfda men navbatchi,

Ready all reader!

O'qituvchi:

Our current lesson is our language.

Oquvchi:

My tongue and my tongue are the tongue that God has spoken,

Rub every word on my eyes.
You go to the world called Uzbek,
Kuylab yashayverar Qorakozimni.

c) preparing students for classes;

O'qituvchi:

Come on, friends, come on, friends,

Davramizga marhabo.

Quvnoqlikda, zukkolikda

Aql o'sar kun aro.

Golden qoid of our lesson:

1. Observance of the right-hand rule.
2. Mutual respect.
3. Samimiylik.
4. Creativity.
5. Faollik.
6. To be able to listen to the thoughts of others.
7. Deep thinking.
8. Diqqat bilan eshitish.
9. Time savings.

II. Otilgan mavzuni takrorlash.

What words are called quality?

What questions will he answer?

What is the category of words that qualities are divided into words?

Didactics o'yin.

Readers stand in their places. The moon shining on the calm seas made a silvery stretching to the horizon. The iga is irritable.

Example: *beautiful hot black cunning compassionate*

This is how the moon goes.

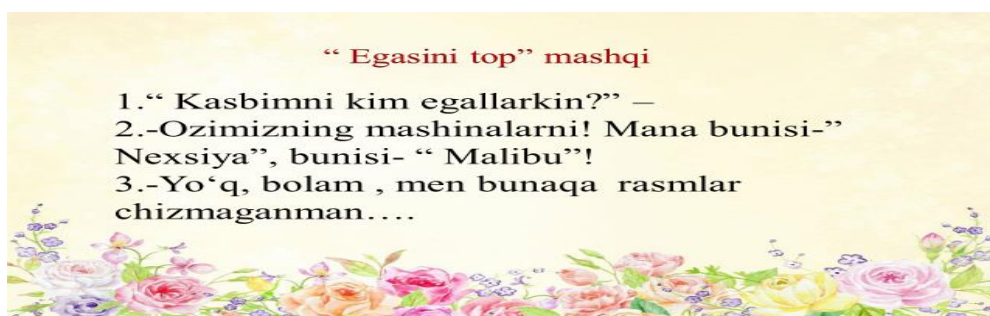
Husnixat mashqi:

Look at all my letters,

Everyone is interested.

My letter is clear, beautiful,

Study that may not be difficult.



“ Kasbini top” o‘yini

<ul style="list-style-type: none">• She’rlar yozadi• Dastur tuzadi• Qadimiy yodgorliklarni o‘rganadi• Bolalarga dars beradi• Teatrda rol o‘ynaydi• Musobaqada qatnashadi• Binolar quradi• Odamlarni davolaydi• Mashina haydaydi• Kiyimlar tikadi	<ul style="list-style-type: none">• Dasturchi• O‘qituvchi• Shoir• Arxeolog• Sportchi• Aktyor• Quruvchi• Tikuvchi• Haydovchi• Shifokor
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O‘tgan mavzuni mustahkamlash (guruhlarda ishlash)

"Qaysi harf yetishmaydi" o‘yini.

Bolalarga ixtiyoriy ravishda 8 yoki 10 ta harf ko'rsatiladi. Esab qolishlari uchun 10 sekund vaqt beriladi. Bolalarga ko'rsatilmagan bitta harf olib qo'yiladi. Bolalar qaysi harf etishmayotganligini aytishlari kerak. Agar bolalar topshiriqni osonlikcha bajarsalar u holda vazifani murakkablashtirish ya'ni bitta emas balki 2-3 ta harfni olib qo'yish mumkin.

A S B E Y

III. New theme bay.

DARAK GAP

75mashq. Tell us about the forgiveness you have seen at home and on the street until you come from school.

–Yolda kimlarni uchratdingiz?

"What did you talk about?

What interested you along the way?

'What kind of incident did you witness?'

Of the answers to the questions, 3 to 4 will be written. The content of the statements is determined. Example: 1. Children are playing in the field. 2. The bus came to the stop and stopped. 3. The sheep and the judges graed.

The statements are read and asked what is said about:

Read the first statement. (The guys are playing in the playground.)

What did the voice do at the end of the sentence? (It's fallen.)

Is it about kirn? (About the children.)

What kind of mano does the talk mean? (Message manuscript.)

What will be left at the end of the sentence? (Point.)

Further statements will be analyzed in the same way and the conclusion will be drawn.

Tip: Select and write 2-3 notify statements from the story you've compiled.

What you say about something is called a narrow statement. At the end of the sentence, the voice decreases. A point will be placed at the end of the sentence.



Readers express their thoughts on how a perfect generation will be, and their answers will be checked via computer.

Minutes off:



IV. Mavzuni mustahkamlash.

Questions about categories of words, text, speech, and words, as well as evaluate students.

76 – mashq.

Read. Describe what the text says for the purpose of expression.

Have you ever seen a rainbow? After rain, the air will contain long-term water droplets, or particles. These droplets are deceived in various colors by the light of the sun. Then we will see the rainbow. The color of the belt is always in the same order. These are red, jewelry, yellow, green, airy, cockroach and purple.

Topshiriq:

Matnga sarlavha toping. Reporting kamalak ranglars, corrupting the so'zs. Chizing the kamalak rasmini.

REBUSNI O`QING



Vi. Homework: Exercise 77.

Conclusion:

To further develop morphological competence in third graders, I think it would be appropriate to do all the work in the classroom to use more games, various didactic months, to compile speech, and to analyze what they have compiled. It would also be appropriate to make good use of various weapons of mass destruction and the ACT in each lesson.

Available publications:

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan Dated April 6, 2017 No. 187 on approval of state educational standards of general secondary and secondary special, vocational education. Lex.uz.
2. Primary education teacher's pedagogical skills, technology and innovations training module. Google.com
3. <http://kun.uz/357156601>
4. Native language. Methodological manual for the implementation of advanced pedagogical and information and communication technologies for 3rd grade teachers Tashkent-2016
5. Language Curriculum (1-4th grade) Tashkent – 2017
6. 5. Native language. Methodological manual for teachers . Editor-in-chief of the Shark Publishing Company. Tashkent-2016.