

USE OF INNOVATIVE TECHNOLOGY IN STUDENT SPEECH GROWTH IN PRIMARY SCHOOL LESSONS

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ABSTRACT

This article describes the innovative technologies used in practical classes in the native language in the preparation of future primary school teachers for work on the basis of international assessment programs, and their importance in the practical teaching of theoretical knowledge, methods of application.

Keywords: international, PISA, research, experiment, scientific, decree, form, country, modern, expedient, reform.

INTRODUCTION

The achievement of our goals today, the renewal of our society, the development and prospects of our lives are primarily due to the problem of training highly qualified specialists who meet the requirements of the times.

The use of new methods of advanced technologies in the educational process leads to a colorful and interesting lessons, as well as a wide range of opportunities for in-depth study of educational materials.

“Pedagogical technology” is a new teaching method, advanced experience in controlling or managing the learning process, new approaches to the organization and analysis of the learning process.

So, while the process of introducing pedagogical technology is considered to be a new approach, a process of innovation, it is clear that our goal is to prepare teachers for this process - innovative activity.

Concepts such as innovation in pedagogy, innovative activity, innovative pedagogy, management of innovative processes in education first appeared in the 60s of the twentieth century, when the concept of "educational technology" was recognized in the United States and Western Europe. At the same time, the Center for Pedagogical Innovation and the Institute were established in Europe. An analysis of the sources that provide information on the emergence of these concepts and the creation of an innovative theory of education has shown that these concepts include the reform of the education system through the introduction of pedagogical technologies into the education system, to increase the effectiveness of education, to ensure the socialization of the individual, to achieve certain success in this regard as a result of attempts to form a friendly relationship with students in the educational process.

So what does the word “innovation” mean? The word is derived from the English word "inoveishin", which means to innovate.

There is an opportunity to define the concept of innovation in the education system, their implementation, the analysis of innovative activities. This means that innovative activity is a driving force, motivating and developing the pedagogical team. This activity consists of constantly working on the basis of innovations and improving it.

Therefore, in order for a teacher's lesson to be interesting and effective, he or she must find new methods of pedagogical innovation, select the most effective ones through in-depth analysis, and apply them in practice. To do this, it must first create a clear database of innovations.

Not only sound education but his alertness and dedication too are most required. They can also be provided as semi-annual guidelines and guidelines. Because not all the secrets of innovation are written down, they give the impression of being known and understood. They are all featured in live activities.

This means that converting a model adopted in the process of innovation into a practical application is a long and complex process.

In preparation for innovation, he must understand the need for this activity and believe that the efforts to innovate will be effective.

Didactic games and figurative educational games are especially important among this method of teaching.

The methodological basis of didactic games includes 4 stages: introduction of the studied subject, a holistic view of the game process, a description of the scenario (in fact, the greatest importance in conducting such games is focused on the level of writing of the script), including , the scenario describes the game conditions, the development of actions or situations of the game participants, the creation of methodological guidelines for them. On this basis, the game is organized. Uncertainties in its implementation will be eliminated.

"Surviving" all the problematic situations in the game further reveals the gameplay. In addition, in the innovative training of teachers, communication with students - dialogue, partnership, the use of proverbs, the use of riddles, the use of regional games, songs, jokes - is very important. Controls and role-playing games are also well-tested guidelines. All this is a serious and necessary resource in the preparation or enhancement of the teacher's innovative activity.

Based on this, a teacher's readiness for innovative activity can be assessed as a complex process. Because the above methods are creatively enriched by the teacher, filled with developmental information.

These are not just statements, they are effective, well-tested and proven recommendations.

In addition to the relatively general and narrow ideas mentioned above, the essence of the teacher's innovative training is also assessed as an interdisciplinary system, a historical, necessary and legal system.

Preparation for innovative activities from a pedagogical and psychological point of view is a complex process that takes into account all the qualities of the student. Successful implementation of this process requires a wide range of goals, contradictions, analytical, informational and methodological approaches.

Innovators, the new creators, will undoubtedly achieve great success in improving the national education system and bringing it into line with modern requirements.

Teaching students to read is based on articulation. When orthography is used in the early stages of reading, orthoepic teaching skills are gradually developed. To teach syllable reading, it is important to divide the word into syllables, identify the syllable-forming sound, and distinguish between open and closed syllables.

Both reading and writing are complex speech activities. It requires willpower, intelligence, and even physical activity from a young student. The state policy in the field of training envisages the formation of a comprehensively developed individual-citizen through a system of continuous education, which is inextricably linked with the intellectual and spiritual-moral upbringing of man.

Continuing education is the development of skills such as professionalism, creativity, political activism, and free thinking in the young generation. First of all, it is necessary to increase the activity of students. Therefore, it is important to use a wide range of interactive teaching methods to develop students' independent, creative thinking. At the same time, the formation of knowledge and skills in labor education of students, the organization of lessons and extracurricular activities are systematic, goal-oriented, the introduction of new methods of monitoring and evaluation of learning outcomes. must find its reflection.

Today, the search for ways to rationally use the active methods of education and upbringing, the optimal forms of teaching and control in improving the educational and methodological work in our schools is becoming urgent.

It is well known that teaching methods consist of the teacher's activities with the student to achieve specific goals, which serve to reveal the issues of who needs to be taught what and how. Therefore, the activation of students' cognitive activities and the appropriate choice of forms and methods used for their independent, creative thinking will have an impact on future training.

As in other subjects, in labor education classes, students need to acquire a certain amount of knowledge, skills and competencies. One of the most important tasks in teaching is to determine the level of knowledge of students in the classroom and in practice, to assess it correctly.

A student who is convinced that his / her knowledge will be evaluated correctly and honestly by others will increase his / her interest in learning activities and self-confidence.

Conversely, if an unfair assessment of a student's knowledge is allowed, he or she will gradually become discouraged from reading, and signs of indifference to learning will emerge.

It is known that the teaching of different subjects requires different knowledge of students, depending on the curriculum and the specifics of the subject.

New methods of determining the level of knowledge of students are being used today.

Observations show that most teachers face many difficulties in assessing students' knowledge.

In many cases, identifying and assessing students' knowledge and skills on a given topic in the old-fashioned way, that is, in the form of simple questions and answers, weakens their interest in science.

According to the structure of the lesson, the teacher must complete all the steps in a timely manner. This limits the ability to assess the knowledge of all students in the class.

The main part of the lesson - "New topic statement" is 30-35 minutes, so there is not much time to consolidate and assess the level of knowledge of students. This requires the use of new, less time-consuming methods to determine student learning outcomes. Therefore, we prefer to use a test method to assess students' knowledge during the lessons.

One of the best ways to assess knowledge and skills in elementary school is through a test.

The teacher distributes test materials to students in 2 different options in the classroom. Supervision of students is given to the best students (the number of students is 2).

As a result of self-monitoring, they begin to solve test questions. The test is collected, distributed and distributed for testing. The answers will be read by 2 students.

It takes 10-15 minutes to evaluate the results. The rest of the time, other stages of the lesson take place.

The teacher checks 100% of the students' knowledge and skills and announces the grades. In short, it doesn't take long for students' knowledge to be assessed in these ways.

On the contrary, in a short period of time, the level of knowledge of many students is determined.

In short, the use of this method in the classroom develops in students such qualities as independent thinking, objective assessment of classmates, self-awareness and self-correction.

Although the so-called student period is short-lived, his impressions will be remembered forever. Therefore, the first period of our life can be called a unique world. Student literature, which is a short but truly complex and engaging artistic reflection of the world, seems like a hobby for adults at first glance. Maybe that's why this type of literature is sometimes overlooked.

In fact? According to Nafsilambri, the role of student literature in the spiritual life of society and the future of the country is incomparable.

This determines the responsibility and happiness of the student writer to the reader. Its readership is much wider. Works dedicated to students are loved and enjoyed by both children and adults. At the very least, he will never forget the joy he had as a student, even when he was a grandparent.

Poet, playwright, prose writer, translator and publisher Shukur Sadulla belongs to this category. The poet's poetry of the 50s filled the readers with boundless joy:

It's rainingy
Green meadow,
Now the crops
Remove the ear.
("It's raining cats and dogs")

or:

Aydin, Lola is a goose,
Our game is over,
The ax is a fox,
It's time to stop laughing.

His fond and playful poems, which begin with "The Fox and the Geese," will be remembered with fondness even when we are grandchildren. They are still in the textbooks and anthologies and have become the spiritual property of our people.

When talking about Shukur Sadulla and his life and work, it must be admitted that first of all, he had a strong passion for fiction when he was in high school.

The poet's poems are mainly intended for young students, to provide them with a clear understanding of the events of life, the essence, appearance and significance of things. For example, the first four verses of the above-mentioned poem "Rainfall" give an overview of how green the grass is when it rains, and how the crops grow.

The second quartet draws a picture of rain. Rather, the reader's attention is drawn to a scene that is familiar but not so noticeable.

That is, rainwater overflows, rushes down, and flows into ditches. But it is not simple information. The fact that it rises and falls in a hurry is very conducive to the psyche of the little reader. Therefore, it not only informs the reader, but also gives pleasure and inspiration.

The shortness of the syllables in the verses (each verse consists of 5 syllables) and the use of dark rhymes (fat-grass-ear; over-rush, etc.) emphasize the artistic simplicity of the poem, the sound of the verses without interruption. , can be read with a tattoo.

Another factor in the success of the poet's work is the effective and playful use of similar, harmonized sounds in the verses, in addition to rhyming words.

Assessing the level of knowledge, skills and competencies acquired by students on the topic requires a teacher with high pedagogical skills and approach to the educational process.

In order to form a student as a person, it is necessary to have his own opinion, his own word, his own independent point of view. It is very important to ensure that this is supervised by the teacher at school, which allows children to think freely, independently, to respect each other, and, in general, to respect the person as a person. Forms of teaching should be aimed at increasing the activity of students in increasing the effectiveness of teaching methods.

In short, the formation of the worldview of primary school students through the proper organization of the educational process, resulting in a high level of control over the knowledge, skills and abilities acquired in the subject of reading, their future. is one of the important factors in achieving effective results in the process of their activities.

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