

THE IMPORTANCE OF USING INTERACTIVE TECHNIQUES AND INDEPENDENT WORK IN TEACHING THE TOPIC “ORGANIZED FRAGMENTS” IN PRIMARY SCHOOL NATIVE LANGUAGE LESSONS

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ANNOTATION

In this article we will reflect on the effectiveness of interactive methods and independent work in teaching organized fragments of speech, referring to both oral and written speech skills of students.

Keywords: organized fragments, interactive method, pedagogical technology, Game “Fishing Rod”, Game “Engineer”, method “we are the first” independent work.

One of the areas of widespread development in the current educational and educational sphere is the application of modern pedagogical technologies. It is known that the educational process consists in teaching the older generation their knowledge and experience to the growing generation, in the process of which the transfer of information necessary for human life is carried out mainly from generation to generation. Human life is closely connected with information. In other words, each action of a person consists of obtaining or transmitting information or using it or studying, assimilating, storing and enriching it.

Organized fragments of speech in Uzbek are very widely used in the works of writers as a methodological tool in the speech of speakers. Because they express thought clearly, fully, figuratively, and also serve to give expressiveness, uplift to speech. They are considered to be grammatical categories of great importance in our language, with characteristics such as the compact construction of an expression, the full reflection of the states of excitement felt in it, stylistic fluency and conciseness. Therefore, this syntactic phenomenon, as a means of expression, is quite widely used and considered a relevant phenomenon in almost every type of our speech, especially in types of written speech, in various genres of fiction.

The organization of speech fragments in Uzbek has a rather long history. Two or more fragments of a sentence, which are subordinate to one common fragment, are a response to one query and perform the same syntactic function, connecting among themselves through equal conjunctions or counting intonation, are called organized fragments of a sentence.[1]

We find many applications of organized pieces in works created in the 11th century and after. This phenomenon is common to all Turkic peoples, including the Uzbek people, both in Turkish - runian writings and in the works of Alisher Navoi, Zahiriddin Muhammad Babur. Hence, the application of organized fragments in the Uzbek language of the present time is a kind of syntactic phenomenon that has been formed historically, without being accidental.

It is known that elementary school students get acquainted with the head and second-level fragments of a sentence as early as 2-3 grades. And in Grade IV, the knowledge gained by students on the parts of speech is strengthened and practical exercises are performed.

Of particular importance in increasing the effectiveness of education in primary classes, the educational and practical significance of educational subjects, instilling students' interest in the study of educational subjects, familiarization of students with other methodological issues. One of the possibilities for a positive solution to this task is the efficient use of new pedagogical technologies, interactive techniques and independent work in the lessons.[2]

The advantage of the new pedagogical technology is passing the test of time and finding its proof that an interactive lesson is an important factor in improving quality and efficiency. Researchers who have gained experience in this regard note that pedagogical technology is a factor that guarantees the success of the lesson and bring it to the attention of the public. The new pedagogical technology is a system of forms, methods and means by which education is aimed at a certain goal. The concept of technology was introduced into science in 1872 in connection with technical progress, and from two Greek words "Technos" - art, craft and "Logos" – means "Science of the profession", consisting of the words science. In this sense, technology is compared in a sense to art. Because art is based on intuition, and technology is based on science. But too many fields of activity initially start with art and end with technology.

Pedagogical technology is a set of methods, methods, ways and educational means of education, it is a set of organizational and usubian means of the pedagogical process.[3]

Indeed, the interactive method serves to activate the assimilation of knowledge and develop personal qualities of students by increasing the activity between students and the teacher in the educational process. The application of interactive techniques helps to increase the effectiveness of the lesson. The main criteria for interactive learning are: informal discussions- conducting, the possibility of Free statement and expression of educational material, the creation of opportunities for students to take the initiative, assignment for work as a small group, large group, class team, the performance of written work and other techniques, which are of particular importance in increasing the effectiveness of educational work

Let's dwell on interactive techniques that can be used in elementary school native language lessons

Method" we are the first". In the process of using this method, students are divided into groups and tables are created based on exercises. Such work will be very useful for teaching students general concepts. Different sentences are written in one column of the table, the second column is left blank. Children should be able to determine which part of the sentence is being organized when filling out the table, and on this basis the table is filled. These works grow the logical thinking of students.

The game "engineer" can be held in groups of students, in the section of reinforcement of the topic or new topic covered in the lesson, or in extracurricular time. The teacher, having prepared for the lesson from the very beginning, makes "bricks" from paper or penoplast fragments, and on these "bricks" sticks out the paperbacks on which the question is written. the number of" bricks "should be equal to or greater than the number of students, with groups allocated space for them to build a" tower "or" wall". One child comes out of each group and reads the question by taking the "brick". If children find the right answer to the question, they will dial "bricks" in their "landing". If they give the wrong answer, the teacher will take away the "brick". The game continues in this way until all readers bring one "brick". The winner is the group of students

who have the most bricks at the" construction site". The following questions can be written to"bricklayers:

– "The sun is a body in which light radiates heat from itself." What punctuation mark is used in this sentence between organized fragments?

– "With my poems, I have become my fellow countrymen, sometimes my fellow countrymen." How are organized fragments connected in this sentence?

- "The cities of Tashkent, Samarkand, Bukhara, Khiva have been world famous since very ancient times." Which piece is organized in this sentence determine.

The "fishing rod" game: this game can be used to ask additional questions in all classes. Questions are written on paper clips in the form of fishing rods, and iron gaskets are clamped on one edge. A piece of thread is tied at the end of the fishing rods in the form of a hook and a piece of magnet at the end of the thread. Readers will have to catch one of the" fishermen "in this" hooks " tool and answer the question in it.

Another method of teaching primary school students to think independently is the method of independent work. The independent work of students, which is widely used not only in primary classes, but in the field of education in general, has been constantly in the center of attention of researchers as a means of increasing the effectiveness of Education. Methodist scientists have always advocated the widespread use of independent work in the course process. Because teaching students to acquire knowledge and think independently is formed, first of all, in the process of doing independent work, finding solutions to the problems and issues facing them.

"By independent work, we first understand active conscious activity aimed at a specific goal, organized under the direct guidance of a teacher and serving to strengthen the theoretical knowledge and improve skills that students acquire in their native language"[4].

«... independent work is an integral part of education and upbringing. Its distinctive feature is determined by the implementation of educational assignments without the participation of a teacher, directly by the student, and is carried out mainly through work on the text, implies the effective use of additional literature"[5]

At this point, independent work is also a conscious practical activity that allows you to demonstrate the mental capabilities of students, to determine and formulate the levels of independent and logical thinking, to be able to apply in practice not only the levels of knowledge of students, but also their mastered knowledge, with the indirect and direct participation of the teacher, but

When we use independent work in combination with the use of interactive techniques in the course of the lesson, we can achieve efficiency in teaching the topic. We will reflect below on some examples and types of independent work that can be used in the course process related to topics.

Short on organized fragments of a bound sentence without conjunctions

method of organizing written work for a period. The intended purpose of applying this method in practice is to test, consolidate and transform the knowledge of students about the use of commas among connected organized pieces without binders into skills.

We have below examples of dictation of such a character professor I. We see it necessary to quote from Rasulov's book "The Set of dictations".

Example of a dictatorial and annotated dictation:

Example: joy, joy, beauty should take a deep place in the life of people. My intentions, my dreams are great. The parrot immediately brought a plate, plate, knife from the house. Only poets, artists and artists are coming out of Herot. Reading, learning, creating is our honorable task. (Page 27).

Elective dictations of a short-term educational nature, which provide great opportunities to once again test the knowledge and skills acquired by students, are also considered a kind of independent work. The text of the elected dictations is chosen by the teacher. Such dictation requires mindfulness in the reader, when choosing an organized fragmentary sentence, to attract the attention of punctuation marks in their composition to the sentence being read.

Sample elective dictation: write the organized pieces separately, then move them along with the word with which they are connected.

Sample: trumpet, trumpet, drum sound shakes the field. Under the sounds of silence and applause, Kumri, Norbibi, Almighty and others were playing. And those who joined and did not join most applause and Yalla were watching the game with pleasure. And when he did not know what he would do with the sun and the moon, he would clap and join Yalla.

The cards distributed to systematize and evaluate the knowledge acquired by students on the topics "organized fragments of a sentence" and "connection of organized fragments with the help of conjunctions" are also one of the independent works.

Card sample: answer questions. Come up with examples for interpretation.

What is said to be an organized piece? Give examples.

Give examples of an organized owner. Get ready to say his definition.

State the definition of an organized cut and give examples.

Through which binders are the organized pieces connected among themselves? Give examples.

When a comma is placed before the binders, with which binders will the organized pieces be connected? Tell examples.

Why not put a comma between them when connecting with organized pieces and binder? Explain the reason and give examples.

Can you give examples of words from which you can compose organized fragmentary sentences?

In conclusion, we can say that it is necessary to change the teaching of the native language in content and essence, what should be taught to the student in the elementary school? and how to train? only if experienced and sought-after teachers found the answer to each question, the effectiveness of the lesson would be ensured and the intended goal achieved. When teaching from the native language, the relationship between the teacher and the students is established correctly, that is, the student is turned into an active worker of the educational process, and the teacher is brought to the manager of this process, the effectiveness of the native language interpretation would be ensured.

The condition for educational assignments is an important means of activating the activities of students. Only if the condition of the assignment is of interest to students, activity will be active in the process of its implementation. The material of the assignment is another element that provokes activity. The thematic coloring of the educational material, the fall of students in accordance with their knowledge and age characteristics have a great influence on increasing their activity.

In native language lessons, there is a greater need not only to be limited to standard assignments, but also to make the most of interactive techniques. Interactive techniques strengthen the thinking activity of students, increase their enthusiasm for its implementation. This is an important factor in ensuring activity.

The fact that the games that are played in the course of the lesson are interesting and relevant to the topic leads to the active participation of students in the lesson, is able to master the topic at the required level, and the teacher achieves consistency in explaining the topic.

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