

QUALITY MOTHER TONGUE EDUCATION FOR PRIMARY SCHOOL STUDENTS

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Abstract: This article covers the rules for providing quality education to primary school students, teaching them the rules of primary literacy, and teaching native language based on the educational and educational tasks set before the school.

Key words: Methodology, school, education and training, laws, methods, scientific basis, system, teaching methodology, features, grammar

Method is actually derived from the Greek word "methodos" which means "theory", "doctrine".¹The subject of the method of teaching the native language in primary grades is the ways and means of teaching the Uzbek language to students, acquiring the native language, that is, mastering speech, reading and writing, grammar and spelling. is the science of Based on the educational and educational tasks set before the school, the methodology determines the tasks and content of teaching the mother tongue, examines the process of education and training, defines the laws of this process and the scientifically based system of teaching methods. The method of teaching the mother tongue in primary grades is the first stage of the method of teaching the mother tongue in upper grades, and it teaches the issues it examines in accordance with the students of the primary grade. There are specific features of mother's teaching method in primary classes. Teaching the mother tongue in primary grades includes not only grammar, spelling and related speech development methods, but also reading methods in the classroom and outside the classroom².

The method of teaching the mother tongue determines the knowledge, skills and qualifications of students at different stages of education, determines the success and shortcomings of studying, explains the reason, and finds ways to eliminate mistakes and shortcomings. The subject of mother tongue teaching methodology in primary grades includes the following sections.

1. Literacy teaching methodology, i.e. teaching to read and write elements. Teaching literacy to children is considered a very serious issue not only in the field of pedagogy, but also in social life. A child sees one letter while reading, remembers pictures or other letters to know it, a reminder, rushes to say it. Phonemic listening in literacy education it is important to develop skills, i.e. to learn to distinguish a sound from other sounds, to learn to distinguish that sound from a syllable or word. Phonemic listening is an important condition for the formation of spelling skills. Therefore, it is appropriate to carry out various special exercises for the development of listening comprehension during literacy training.

¹ O‘zbekiston Milliy ensiklopediyasi.-T.:”O‘zbekiston Milliy ensiklopediyasi” Davlat ilmiy nashriyoti,2003.-5-jild 613- bet

² Ona tili o‘qitish metodikasi. Q 61(Boshlang‘ich ta‘lim fakulteti talabalari uchun darslik): K. Qosimova, S. Matchonov, X. G‘ulomova, SH . Yo‘ldosheva , SH. Sariyev.-T.:” NOSHIR” , - 2017.3-4 -5 betlar

2. Study methodology. The task of the subject of reading in primary grades is to equip children with the skills of correct, fast (in moderation), conscious and expressive reading. Reading and writing is a type of human speech activity³, it is a speaking skill. Both reading skills and writing skills are formed in close connection with other types of speech activity, i.e. oral storytelling, listening to other people's speech, internal speech. The success of school education depends on how literacy is organized.

3. Methodology of learning grammar, phonetics, word formation. This section provides for teaching the elements of correct writing and spelling, grammar concepts, and the formation of basic spelling skills.

4. Methodology of speech development. This section has a special place in primary grades. First of all, children understand language and speech as an educational subject, they begin to understand not only what they want and what is interesting, but also the need to make a planned speech by thinking about necessary things and events. They master written speech, which differs from oral speech not only in its graphic form, but also in its lexicon, syntactic and morphological form. The methodology should enrich children's speech, and ensure the development of syntactic and connected speech. It should also be mentioned that connected speech is not studied in schools as a separate department, it is formed in connection with other departments of linguistics.

K. D. Ushinsky gave great importance to the mother tongue in the system of primary school subjects⁴, it was considered the central and leading subject. "The mother tongue, which is an excellent teacher, teaches a child a lot... A child learns so much in two or three years that he will learn a lot, who, 20 years diligently and methodically can't learn with it even when read very well. This is the great pedagogy of the mother tongue," he says. That's why learning the native language is of great importance. Conscious reading and literate writing in the children's native language textbook in the primary grade they learn. Initial children are taught elementary writing in the classroom. Children are the first to recognize letters and make connections from letters. I have paired the syllables together to form words, and by summarizing words according to their meaning, sentences form. Stage - stage begins to learn literacy. Learns to write letters correctly, learns to write Uzbek words orthographically correctly. The mother tongue is also a means of teaching other subjects. Both social history and natural sciences are studied with the help of the mother tongue. The type and content of mother tongue classes in primary grades include:

1. To develop oral and written speech of students in connection with reading, writing, studying grammatical material, observations and social activities.
2. To teach literacy to children who have entered the first grade, that is, to teach them elementary reading and writing, turning these skills into skills.
3. Literary language standards, i.e. learning to write correctly, correct pronunciation, speech and stylistic elements.

³ Ona tili o'qitish metodikasi Q61 (Boshlang'ich ta'lim fakulteti talabalari uchun darslik):K. Qosimova, S. Matchonov , X. G'ulomova , SH. Yo'ldosheva, Sh. Sariyev.-T.:” NOSHIR”,-2017 5- bet

⁴ Ushinskiy K. D . Tanlangan pedagogik asarlar.- Toshkent :” Ozdavnashr”, 1959.-49- bet

4. Learning theoretical materials from grammar, phonetics, lexicology, forming scientific concepts from language.

5. To acquaint students with examples of artistic, scientific - popular and other literature through reading and grammar lessons, to develop the ability to perceive works of art in them⁵.

All these tasks are solved by the subject of the mother tongue in primary grades and they are reflected in the mother tongue program. The program is a state document, and teachers and students work on the basis of textbook requirements.

According to the theory of knowledge, with the help of analytic-synthetic works, to draw general conclusions, theoretical definitions and rules, based on these, oral and written speech communication, correct pronunciation and correct writing are elementary they enter through practical acquisition on the basis of theoretical information. By observing and analyzing language materials, they consciously apply elementary theoretical rules to practice. Such a method of teaching the mother tongue in school corresponds to the laws of knowing the truth and the tasks of modern didactics. The Law "On Education" defined the main principles of the state policy in the field of education:

- that education and upbringing are humane, democratic, in character;
- continuity and consistency of education;
- compulsory general secondary, as well as secondary special vocational education;
- optionality of choosing the direction of secondary special, vocational education: studying at an academic lyceum or a vocational college;
- the fact that the education system is secular
- openness of education to everyone within the framework of state education standards;
- a unified and differentiated approach to the selection of educational programs;
- to encourage knowledge and talent;
- harmonization of state and public management in the education system.

These principles define and clarify the tasks of the mother tongue teaching methodology in primary education. The law states that primary education is aimed at forming the foundations of literacy, knowledge and skills necessary for general secondary education.

In conclusion, it can be said that the ways and means of teaching the Uzbek language, mastering the mother tongue, i.e. learning speech, reading and writing, grammar and spelling are basic sciences. to teach the students of the class perfectly. and strengthening the initial literacy concepts of primary school students.

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