

The Practical Value of Exercises that Teach Independent Thinking in Primary-Grade Mother Tongue Classes

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ABSTRACT: The article discusses how exercises that teach independent thinking in elementary grades can expand children's worldview and teach them the right way of thinking. It has been analyzed based on examples that exercises that teach independent thinking are of great importance in the general growth of children's vocabulary and language.

KEYWORD: independent thought, worldview, exercises, speaking skills, vocabulary.

The main task of teaching the subject of the mother tongue is to develop the student's speech competence aimed at thinking, understanding the opinions of others, and being able to express one's opinion in oral and written form; to develop students' acquired knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation marks, speech styles, stylistic concepts) and to make good use of the wide opportunities of the mother tongue consists of forming linguistic competences aimed at developing correct and fluent expression.

In primary education, it is to ensure the literacy of students, to form the skills of forming compliance with the standards of literary speech in oral and written speech.

The content of primary education includes the following sections:

1. Teaching literacy and developing speech.
2. Development of practical phonetics and grammar, spelling and speech.

The process of teaching literacy is divided into two periods: pre-alphabetic preparation and alphabetic period. In the preparatory and alphabetic period, education is carried out in the analysis-content-sound method of teaching literacy. Special attention is paid to enriching students' speech with new words.

Mother tongue education in primary grades envisages the development of the main types of speech activity in students. Therefore, the content of the subject of the mother tongue is speech sounds, the expression of sounds in written speech, word groups, their changes and the connection of words in a sentence, the morphemic composition of words and word formation, the lexicon of words - forms knowledge of semantic groups, spelling rules and the use of punctuation marks.

Exercises that teach independent thinking in elementary grades organize children's knowledge about things and the environment and teach them the right way of thinking. When the student comes to school, even if he

has a wide vocabulary, he usually does not know how to use the methods of comparison, contrast, generalization, grouping of thinking (especially when the object of cognitive activity is not a specific object, but words representing it if any). The task of the exercises that teach independent thinking is to teach children to separate the important and general from objects and events, to express them clearly in words, to enrich their knowledge from the material side by teaching them a system of logical methods, and to enrich it mentally is growing from the side.

Exercises that teach independent thinking are of great importance in the general growth of children's vocabulary and language, and are carried out in connection with dictionary work and other work related to language.

For example:

1. Creating a group of things related to the topic: outerwear (shirt, suit) and footwear (boots, shoes); such as domestic animals and wild animals. In this, the children ask, "What is this?" is taught to answer the question: What is this? - Bus. What is a bus? Car.
2. Enumerate one type of thing and name it with a generalizing word. For example, how can you name a table, chair, wardrobe in one word? (Furniture)
3. Separate the given items from those that do not belong to the same group. For example, a pencil, a pen, a ruler, an eraser, a chair are shown.

Such an exercise can also be conducted as a game: given certain words, it is required to find the excess and explain why it is excess: swallow, sparrow, cat, musica.

4. Classification of subject names and sign words into groups. In this case, words such as teapot, ax, ax, bowl, saw, and plate are mixed. Pupils group and name the dishes: teapot, bowl, ... ; the name of working tools is written as: ax, ax, ... Words denoting the sign of things are also mixed, and children divide them into four groups (color, taste, shape, feature).
5. Generalization by contrast: swallow, sparrow, nightingale - what about birds, chicken, rooster, turkeys? (Poultry.)

These exercises should be meaningful, connected with the students' experience, teach them to think correctly, clarify and organize their knowledge. The language is divided into lexical (word), syntactic (phrase and sentence) and connected speech levels. In this context, the word combination is considered as a transition link from the lexical level to the syntactic level. A word combination is a lexical-grammatical unit that does not express a complete thought and thus differs from a sentence. The word combination is used in speech in a sentence. Teaching children vocabulary is working on the element of thought. The following types of exercises can be used to work on vocabulary in elementary grades:

1. Ask questions from the main word to the following word, determine the relationship between the words. For example, Anvarjon reads well. Who (read)? - Anvarjon. What does (Anvarjon) do? - reads. How (read)? - good. He reads well - a phrase.
2. Creating a phrase in connection with the study of word groups. When the noun phrase is passed, with a noun and an adjective (Jonajon Watanim), with a noun and another noun (school garden); when the verb is transitive, phrases are formed with a noun and a verb (went to the cinema, was at school, came from home, read the book). A mistake made in the construction of a phrase also leads to a mistake in the construction of a sentence, so it should be avoided. Collecting vocabulary words that children make more mistakes allows you to create exercises aimed at preventing mistakes. Working on word combinations serves to correctly perform grammatical, spelling and other exercises. Therefore, it is necessary to move

on to speech exercises related to the construction of sentences and connected speech by working on the word combination in accordance with the purpose.

Working on sentences is important in developing students' speech. The main task of working on a sentence is to teach students to make a syntactically correct and clear sentence and express a complete opinion. A sentence (which is grammatically interconnected, has complete content and complete intonation) is a speech unit that serves the purpose of communication. First of all, it is important for elementary school students that speech is a unit of speech. Therefore, the requirements for speech exercises also apply to the exercises for working on the sentence; secondly, a sentence is a grammatically correct unit, therefore, working on a sentence is closely related to grammar, and in this process it is very important to work on the construction of a sentence, the connection of words in a sentence, and the types of sentences; thirdly, a sentence is a unit of content and indicates a complete content. Therefore, it is also necessary to work on the substantive basis of the sentence, content patterns and their dependence on the structure of the sentence; fourthly, the intonation of the sentence is of great importance, so it is necessary to work on the intonation and explain the connection between the intonation and the content.

In the "Grammar, spelling and speech development" section of the elementary school program, the knowledge of syntax is clearly indicated. In the volume of syntactic materials given in primary classes, the child is taught to compose, analyze and restructure sentences not only in the mother tongue classes, but also in other classes and in the course of all activities at school. Exercises related to working on sentences are very diverse and are classified according to the superiority of analysis and synthesis and the level of independence of students.

Regarding the superiority of analysis or synthesis, the exercises for working on the sentence are divided into two:

- 1) analytical exercises, that is, analysis of a sentence taken from a ready-made text;
- 2) synthetic exercises, i.e. exercises aimed at creating an independent sentence.

Analytical exercises prepare the ground for synthetic exercises, which are conducted in parallel or after synthetic exercises. Exercises for working on sentences are divided into three according to the level of students' independence and cognitive process activity:

- 1) sample-based exercises;
- 2) constructive exercises;
- 3) creative exercises.

The sample-based exercise provides for the practical mastery of clear, correctly structured syntactic devices, their internal connection, and understanding of their content. Among such exercises, an important place is given to analytical exercises, as well as to observing and listening to the sentence and reading it. Sample exercises include:

1. The simplest, initial and, at the same time, the most necessary form of working on a sentence is reading (writing) a sample, working on intonation, expressiveness, explaining the basis and content of a sentence, and sometimes memorizing a sentence. . Reading and observing the sentence will greatly help to develop speech. Working on the intonation of the sentence helps to understand the content and connection of the sentence, to learn and remember it by looking at the example, and to better understand the structure of the sentence. In this process, it is necessary to separate the sentence from the speech according to intonation, to express intonation completeness, to the intonation of indicative, interrogative and emotional sentences, to the

counting tone in sentences with connected clauses and non-connective clauses, to the intonation of connected clauses. attention should be paid.

2. Make a sentence based on the question. In this case, the given question is the basis for the answer (composing a sentence) and serves as a "sample". In the question, not only its main content, but also all the words and syntactic structure are given. For example: What did the children pick in the garden? (The children picked apples in the garden). The questions are gradually becoming more complex: if before the children made a sentence by adding one word instead of a question word, later they are forced to add more of their own words: Children what did they do in the garden? (The children picked apples in the garden. The children picked apples in the garden and put them in baskets). Or "Where have the children been?" What did they do?" (The children were in the garden. They picked apples and put them in baskets). What do you know about hedgehogs? Why can't birds destroy their nests? such as. Constructive exercises include exercises aimed at constructing a sentence and reconstructing it. Such exercises are based on grammatical concepts and rules. Types of constructive exercises are:

1. Compose a sentence from mixed words or create a text from irregular sentences. In this case, words can be given in three ways depending on the study of grammatical material: a) words are given in ready-to-use form: fruit, in the garden, gardeners, picked (Gardeners picked fruit in the garden); b) taking into account the learned grammatical material, some words are given in their basic form, and others in their finished form. For example, after the topic "Unit and plurality in horses" is covered, it can be given in the form of cotton, field, child, sweats; c) all words are given in capital form: ball, yard, boy, play.

2. Demarcation of sentences from text without periods or initials. This exercise teaches children to separate the boundaries of sentences in their speech, to read and write sentences correctly.

3. Step-by-step expansion of the given simple sentence using questions. For example: The birds flew. Where did he fly from? Birds flew in from cold countries. Where did he fly to? Birds flew to their nests from cold countries. In creative exercises, students freely compose sentences. The following types of creative exercises are used in primary classes:

1. A topic for composing a sentence is given, students compose a sentence corresponding to this topic: "On a sunny day", "Our house" or "The rabbit and the hedgehog".
2. A picture of an object or a picture with a plot is given, students make one or several sentences based on the picture.
3. Two or three "basic" words are given, students use these words to form sentences. Words that need to be turned into children's active vocabulary are taken as base words.

In conclusion, exercises that teach independent thinking in elementary grades organize children's knowledge about things and the environment and teach them the right way of thinking. Exercises that teach independent thinking are of great importance in the general growth of children's vocabulary and language, and it is appropriate if they are carried out in connection with dictionary work and other work related to language.

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