

Zuhra Melikmurodova, Student of Termez branch of Tashkent State
Pedagogical University named after Nizami,
**CREATIVE ASSIGNMENTS FOR TEACHING "SENTENCE" IN "MOTHER
TONGUE",**
Z. Melikmurodova

Abstract: The basis of teaching the mother tongue in primary school is not grammatical theory, but the development of speaking skills and spelling skills. During this period, children are taught to analyze language materials, to distinguish basic concepts.

In the process of analyzing and compiling material, grouping and generalizing, finding similarities and differences, and applying speaking and spelling skills in practice, children develop in all directions.

In the 3rd grade, 30 hours are devoted to the study of the topic "Speech". In Grade 2, students were introduced to the sentence in practice, distinguishing sentences from speech, expressing the complete content of a sentence, dropping and stopping at the end of a sentence, putting a full stop in writing, who or what the sentence was about, and what was said about it. have learned to identify a word, to compose a sentence, and to extend a sentence through questions, and that the first word of a sentence begins with a capital letter.

In Grade 3, students' knowledge on the topic of "Speech" is repeated, strengthened and expanded.

Keywords: sentence, creative assignments, teaching methods for young learners.

During the topic of the "Speech" section, students learn about the type of sentence, the type of sentence, parts of speech and the connection of words in the sentence;

"Affirmative and interrogative sentence", "Emotional sentence", "Main parts of sentence" (possessive and participle), "Secondary parts"; learn to distinguish between pairs of words in a sentence. Students' creative thinking before starting to study new material in the textbook,

"What is Sentence?" to enhance their research, interests, and activities. "Why are different words used in our speech?", "How to form interrogative sentences?", "What are emotional statements?". Such questions determine the purpose and objectives of the lesson. In the 80s of the twentieth century, O. Rozikov analyzed the didactic aspects of the concept of "effectiveness". He analyzed the difference between the learning objectives set for the learning process and the results achieved by the children, noting the effectiveness in the form of the difference between the learning objectives and the results achieved. At the same time, the author writes that efficiency

is an interdisciplinary concept, the essence of which is related to such concepts as the environment of organization of education, time, outcome, culture of organization of education.

O. Rozikov, based on the methodology of systematic analysis of didactic events, also noted a number of principles for improving the effectiveness of education. To increase the effectiveness of education, to reduce the gap between the goal set in the educational process and the result to be achieved (1), the relevance of educational tools to the content of the educational process (2), the simultaneous study of the content and methods of education. It is based on the principles of efficiency, such as (3), the organization of education for the high development of children (4).

Later, in the works of O. Rozikov, published in collaboration with M. Mahmudov and B. Adizov, the effectiveness of education was further explored. 'indicators; quantitative indicators of efficiency. "

According to the authors, qualitative indicators of effectiveness are determined by the content of information and the conditions of acquisition of methods of activity, quantitative indicators of effectiveness are determined by the differences between educational goals and actual knowledge, skills and development of children.

Qualitative indicators of effectiveness are: Organization of educational work for the highest level of children's development; to continuously reduce the gap between the goals and outcomes of the educational process; ensuring the adequacy of educational tools to the educational process; simultaneous (parallel) mastering of teaching materials and methods of activity.

Quantitative indicators of effectiveness are: the quality of education (children) improve the scope of knowledge, the level of generalizations, the ability to apply knowledge); the purpose of the results of the educational process (knowledge, skills, experience of creative activity at the level of state educational standards) approximation; ensuring the adequacy of teaching aids to the essence of the educational process; rational distribution of time. Cognitive tasks are an intermediate tool between grammar exercises and learning problems related to the mother tongue and are a leading factor in increasing the effectiveness of learning activities.

Effective use of them increases the ability of children to work independently. Cognitive tasks are applied to education during the lesson. Lessons in teaching and strengthening new learning materials

- preparation for learning new knowledge,
- perception of new knowledge,

In the initial stages of strengthening the knowledge of the mother tongue, cognitive tasks are applied to education.

Lessons from reviewing and developing skills

- repeat knowledge of the native language,
- skilled training,
- expansion of children's knowledge, experience of creative activity within the theme

cognitive tasks are used in the stages.

Lessons to generalize children's knowledge and skills in the native language

- comparison of evidence for knowledge learned on two or more topics,
- draw general conclusions from the evidence, knowledge of the stages of application of the conclusions to complex learning situations assignments are organized.

In the process of applying the knowledge tasks in education, all aspects of the subject of the mother tongue are taken into account.

Cognitive tasks for children

- distinguish phonetic phenomena (speech sounds and letters, vowels and consonants, voiced and unvoiced consonants, syllables, their types, syllable transitions, accents),

- be able to distinguish the word and its meanings (the meaning of the word, word groups, words with similar and opposite meanings, the formation of initial ideas about word cells) , develops the ability to understand speech (its types, main parts of speech, punctuation in speech) and its grammatical features.

Below are some examples of creative assignments that can be used to increase the effectiveness of mother tongue lessons in Grade 3.

Assignment 1

Place the given letters A, Y, Q, K, R, B, J, E, U, V, P, Ch in alphabetical order. Write vowels and consonants in separate groups. Pay attention to how they are pronounced and pronounced.

Assignment 2

Write a text on the topic "We love sports." Use punctuation, questioning, and exhortation in the text.

Assignment 3

Choose words related to hunting, milk, dice, and garden. Make up sentences with these words.

Assignment 4

Create new words using word-building suffixes like -chi, -la, -kor, -dosh, -li, -siz. Write words with suffixes in a separate group. Pay attention to the meaning of the words.

Assignment 5

Write information about the holidays that are celebrated as a national holiday. Write a text about how they are conducted and their impressions.

Assignment 6

Choose and write a verb that is close to the verbs to rejoice, to heal, to cherish, to finish, to run, to gather. Make six sentences using them.

Assignment 7

From the story "Jaloliddin Manguberdi" on page 68 of the textbook "Reading", separate the words denoting the name and place of the person.

Assignment 8

Write 10 Uzbek folk proverbs about the seasons. Try to explain their meaning.

Assignment 9

Make a sentence according to this pattern.

Assignment 10

Like the words in the singular and plural from the story of the Wise Man on page 135 of the Reading textbook. The following tasks will also help to activate students and increase the effectiveness of the lesson.

Cognitive tasks for analysis: 1) read the text and divide the sentences into three groups

explain the method of highlighting; 2) read the sentences and point out the primary and secondary parts;

3) read the sentence and identify the primary and secondary parts; 4) Write about spring and show its primary and secondary parts through questionnaires, etc.

Re-assignment tasks: 1) There are four sentences. If you add it again according to the content, how many sentences will be formed: Spring has come.

It's rainingy. The trees sprouted buds.

Everyone was dressed in white;

2) Three from the sentences on the right, combining the words with the sentences on the left

Prepare a small text.

The bell rang. We skated

Clouds covered the sky The lesson began

The water froze The sound of thunder was heard

3) choose a title for the small texts you have created, etc. Application tasks: 1) separate the sentences from the text that correspond to the definition of the sentence; 2) Copy the text, remembering the punctuation marks at the end of the sentence, question, exhortation.

Autumn

Autumn has come. In the garden, red and yellow pears are ripe.

The student learns the things around him, their essence, not all at once, but gradually. Reading, daily activities, communication with people set new tasks for children.

If children learn grammatical methods of mental activity and feel clearly how to use them, their productivity will increase.

Below we present the development of a lesson plan for the study of "Sentence" in 3rd grade.

Subject: Sentence

Course Objectives: To determine students' knowledge of speech; in the text read sentences aloud, understand what they are about; improve student speech; recall the rules of capitalizing the next sentence after the sentence; instill in students such qualities as peace and friendship; teach good intentions.

Course type: generalizer

Lesson method: conversation

Lesson equipment: "Journey to the town of dreams" poster, textbook.

Course:

1. Organizational part. Determining student readiness for class.

Scores will be published with a brief review of the "statement" written in the previous lesson.

2. A poster with the words "Journey to the Dream Town" will be hung on the board and students will share their thoughts and ideas about what they dream of in the future.

It is said that in order to achieve one's dreams, one must constantly search, read and study. From the structured statements, the most meaningful, beautiful and relevant topic is selected. The student who writes the sentence goes to the board and writes the sentence. Other students copy.

3. Calligraphy exercises. Under the motto "Beautiful writing - the beauty of man."

Samarkand, design.

Samarkand is an ancient, historical city. Given to the architectural monuments there

The design will amaze even foreign guests.

4. Dictionary work:

Polishing - polishing, decorating

A foreigner is a foreigner

Architectural monuments are historical buildings that have been preserved for centuries

5. Work with the textbook. Exercise 66 is performed according to the conditions.

Read the first sentence.

"Everybody in the world loves to say the same thing."

composed of words (8 words.)

- What does the voice do at the end of the speech? (Sound decreases.)

"What does he mean?" (Completed idea.)

- What punctuation is used at the end of the sentence? (Dot.)

Every word in the text "Voice of Free Peoples" is for students taught individually and analyzing all the sentences based on the conversation as above

and a rule from the given textbook about the sentence is quoted (the sentence indicates the completed idea).

Students are encouraged to find and read this rule in the textbook, and then copy the sentences in the text. The written text is re-read. This is followed by a question and answer session;

- How many sentences are there in the text? (4 pieces)

- What is the dream of all nations? (Peace.)

- How does the word peace sound in different languages? (Sounds different.)

- How many nationalities do you know?

- In the language of which nation can you say the word peace?

"What do you mean by peace?"

- You tried to answer the questions. You commented. So, every sentence represents a completed idea.

6. Exercise 67.

Students will be asked to identify the boundaries of the sentences and read the text independently. Then work on the sentences in the exercise.

"Read the first sentence." (We celebrate friendship.)

- What did the voice do at the end of the speech. (Pusatdi.)

- What letter does the first word of the sentence after the full stop start with? (It starts with a capital letter.)

"Read the second sentence?" (There is great wisdom in friendship.)

"What's the point?" (Dot.)

- What does the voice do at the end of the speech? (Declines.)

- What distinguishes one sentence from another? (with dots.)

- What letter does the first word of the sentence after the full stop begin with?

(It starts with a capital letter.)

The sentences are analyzed in this way and written on the board.

Students

copy in their notebooks.

After writing the sentences in the exercise, explain the content and the educational aspect of the text

questions are asked to open.

- How many sentences does the text consist of? (From 5 sentences.)

"What do we glorify?" (Friendship.)

"What did friendship do to a man?" (Brings people together.)

- What does the prosperity and peace of the country depend on?

(Depends on friendship.)

"Who is your friend?"

"Why do you need a friend?" (Help, consultation in a difficult day...)

- What do a lot of friends achieve? (Fortunately...)

7. Dictation from memory:

In the spring of last year,

I planted a flower.

As soon as my smile opens,

I'd like to give a gift to a friend.

The poem is written on the board, taught to the students several times, and the board will be closed. Students memorize the poem and write what they have written on the board they check. Students who write correctly, quickly and beautifully are encouraged.

8. Reinforce the lesson.

- Dear students, we have learned from you through our exercises some of the highest blessings necessary for human life. What are they?

(Peace, friendship.)

"Can you appreciate him now?"

"What have we made of peace and friendship with you?" (Speaks.)

- What do sentences consist of? (From the words.)

"What do the words mean?" (Completed idea.)

9. Homework: Exercise 68 Copy the text, paying attention to the content of the sentences. In the next lesson you will be asked to prepare to share about homework.

As a conclusion, the education of children principles of organization for educational activities, and therefore for thinking, methods, tools to justify, a wide range of learning opportunities for students the need for lighting remains relevant.

At the same time, modern education new organization, management, control on the basis of pedagogical ideas to substantiate the practice, to accustom teachers and students to it is on the agenda is a standing problem. In this sense, this graduate is the subject of qualification becomes relevant.

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