



ORGANIZING TECHNOLOGY OF SPEECH DEVELOPMENT IN MOTHER LANGUAGE CLASSES THROUGH GRAMMAR GAMES

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Annotation

The main part of the important tasks in the education of primary school students is carried out in the mother tongue and reading lessons. In the course of reading and speaking lessons, students are given certain knowledge based on the topics specified in the program. In addition to improving reading skills, the task of educating students in a spiritually perfect human spirit is also in the center of attention. According to the goals and objectives of the reading and speech development program in primary education, students are taught to read correctly, consciously, fluently, quickly and expressively through reading classes. The qualitative and effective implementation of this process directly depends on the effective use of modern teaching technologies in the organization of elementary school mother tongue classes.

Keywords: grammar, game, tool, mother tongue, lesson, speech, technology.

Introduction

A type of non-standard educational tasks that serve to activate the learning activity of students in native language classes are grammar games. This type of task requires research, knowledge, task and speed from the student. Games-tasks ensure an interesting passage of the mother tongue lesson.

In methodical literature, game-tasks are mainly considered as an educational method. We consider games and assignments as an integral part of the educational content, as a teaching method. First of all, if we take into account that the content of the information that should be acquired by the students is embodied in the games-assignments, it seems appropriate to consider it as an important part of the educational content[1]. If it is taken into account that the game-assignment is aimed at imparting knowledge, they can be considered as an educational method. It requires influence from the teacher and activity from the student. Pupils appear as executors of the task, and the teacher appears as a judge of the game.

In the Uzbek language teaching methodology, games and tasks and the methodology of their use are insufficiently developed problems. We cannot find such tasks in textbooks or in the work of teachers. Undoubtedly, equipping teachers with this type



of non-standard tasks will have an effective effect on improving the quality of education, increasing the interest of students and developing their activity.

Games-tasks from the mother tongue are organized on the basis of language materials, like other games-tasks. These assignments require students to perform logical-linguistic operations. The unique feature of the game-assignments is that it is organized in the form of a competition. The result is finalized and students or a whole group are graded. This, without a doubt, increases the desire to complete the task[2]. Game tasks can be divided into three groups depending on the level of complexity:

1. Game-tasks in the nature of recall.
2. Game-tasks in the nature of partial research.
3. Creative games-tasks.

Each of these games-tasks has a number of opportunities to activate students' activities.

Analysis and Results

There are different ways of conducting grammar games, and it is necessary for school teachers to master it perfectly and to teach students themselves. Grammatical games help to overcome difficulties in teaching language materials. These games are made taking into account the age characteristics of children.

The famous psychologist V.A. Krutesky said that during this period they asked themselves "Why is this?" - "Why do you need to study this thing?" will be able to ask the question. During this period, they asked "Why should we know our mother tongue?" can answer the question[3]. They begin to understand that learning their mother tongue will expand their range of speech communication, open a wide way for them to study artistic and scientific literature. It is known that primary school education creates favorable conditions for the development of mental processes. Individual mental characteristics such as intuition, perception, memory, and thinking are very much included in them.

Primary school students are distinguished from children of other ages by their clarity, purity, and sharpness of perception. They carefully look at each taught language material, and quickly accept the words encountered during the lesson. Their desire to learn the mother tongue will increase. The meticulousness that students of this age have begun to find content sharpens their perception. Sometimes children of this age notice the little things that are left out of the attention of adults. Therefore, the teacher should pay special attention to the content and development of accuracy in the lessons[4].



Another feature of pupils' perception in primary school is its variety, bright colors, clear image and richness of emotions. Therefore, at this age, students like colorful images and pictures that evoke emotions. But at this point it should be noted that more colorful pictures tire the child, and frequent reference to pictures makes him bored. Therefore, it is not appropriate to fill the "Mother tongue" textbooks with too many pictures for the 2nd, 3rd, and 4th grades. When it comes to studying and learning, one should not forget how important attention is. "Attention," it says[5].

In the "Annotated Dictionary of the Uzbek Language" it means to focus one's attention on something. When thinking about the attention of elementary school students, it should not be forgotten that it is not stable enough[28]. Children of this age have a hard time focusing on one thing. The stability of children's attention, according to the information provided by psychologists, is an inconsistent action of inhibition and excitation in the brain. This is the physiological state in which students often get stuck, stop, cannot pronounce the word *burro* clearly, and sometimes miss letters, syllables, and words when writing. happens due to A number of psychological studies show that elementary school students cannot focus on a specific object for more than 30-35 minutes in class[6]. This requires frequent changes in teaching methods in mother tongue classes, providing variety of educational tasks. Because with the change of the educational method or the educational task, the students' attitude towards it will also change. This feature in the attention of elementary school students requires changing the type of training from time to time, using different types of informal lessons.

Memory in children of junior school age also has its own characteristics. "Memory" means that a person preserves his life experience and later remembers it. There are two types of memory in psychological literature: 1) creative-practical works such as composing sentences with the participation of words and explaining their meaning are assigned[7]. The group that completed the task first was awarded with the highest grade. 2) the presence of visual - moving memory is noted.

"Explain the signs" game. During the game, students are divided into three groups. The 1st group will find the color of the melon, the 2nd group will find the shape and the size, and the 3rd group will find the quality of the melon. Group 1: blue, white, yellow, yellow Group 2: large, small, long, round. Group 3: Sweet, tasty, nutritious. submits. Students who write down all the words in this box are the winners of the game.

"What is good and what is bad" game. According to the requirements of this game, students are asked to identify the good and bad characteristics of their peers, to say which students are polite and which students are rude[29]. Example: good qualities -



intelligent, polite, intelligent, sweet, polite, knowledgeable, knowledgeable, wise, humble, insightful. Bad qualities: stupid, rude, liar, cheater, lazy, lazy, unlovable, cruel.

"Choose a pair" game. In this game, the teacher tells the first part of the pair of adjectives, and the students write both parts in their notebooks. Students who correctly write the given pair of adjectives are considered the winners of the game. Examples: small - small, good - bad, low - high, far - close, sweet - bitter, black and white, etc[8].

"What number will we put" game. In this game, you are asked to replace the dots in the word combinations with a number, and the group of students who correctly completed it in the specified time will be considered the winner. Recommended word combinations: student, ... school, ... tree, ... room, ... tram, ... street, ... flour, ... alfalfa, ... soil[30]. Example: 3 students, 1st school, 4 trees, 12th room, 11th tram, 7th street, one bag of flour, one garden of alfalfa, one compacted soil.

When writing these words, paying attention to which one is written with a capital letter and which one is written with a small letter, the student or group of students who write it correctly will be the winner. From texts such as "Famous Rivers of Uzbekistan", "My Thoughts on Cities" games can be organized to write down nouns and nouns separately[9].

"Find the correct answers to the questions" game. Uzbekistan borders with which countries? Students who correctly answer the questions of which cities in Uzbekistan do you know? During the lesson, the teacher asked "Can you explain the name of your village?" you can work on the spelling of famous nouns using the game task. To do this, the teacher first assigns this topic to the students and asks them to collect information about the history of their village from their parents and grandparents.

"In the forest and in the yard" game[31]. The teacher explains the game to the students: Think about the wild animals that live in the forest and the domestic animals that live in the yard and write them separately in two columns. Pupils write: In the forest: In the yard: Wolf Sheep Fox Horse Lion Cow Bear Goat Which pupil or group of pupils writes the most animal names in the specified time is considered the winner of the game.

The effectiveness of native language training is closely related to these mentioned tools. It is difficult to memorize a number of words with complicated pronunciation and spelling by saying or showing them once. Mastering the spelling of these words can only be the result of repeated practice. It should not be forgotten that imagination is also of great importance in knowing[10].



The formation of imagination is carried out on the basis of the influence of educational activities and students. Children's participation in the lesson process, questions and answers during classes, completing various educational tasks, reading fairy tales and stories, watching television broadcasts, watching movies, and going on trips are means of imagination development. The highest form of imagination is creative imagination[32]. A student who is not ready for creative imagination cannot deviate from a certain source (teacher's words, textbook material) in acquiring knowledge. A student whose imagination is not developed enough spends a lot of effort and time to study the educational material, but does not achieve good results[11].

In primary grades, the nature of the subject "Mother tongue" requires more creative imagination from children. Because to compose oral and written texts based on given pictures or a topic, to compare the words that indicate the name or symbol of an object that indicates an action, its number, quantity, and to identify similarities and differences, making generalizations and conclusions is a product of creative imagination.

The effectiveness of education largely depends on the level of development of thinking. "Thinking," says psychologist M.T. Davletshin is a high form of mental activity of a person, an indirect and generalized reflection of real existence, a process of reflection of the connection between objects and events in existence and their common properties[12].

"I start, you continue" game. Students are divided into two groups, the first group is required to say the first part of a word, and the second group is required to find the second part of the same word. (mas, friend- ... tall - ... young - ..., fast - ..., hard - ... v.h) This game can be played among classmates. Work - educational games based on words denoting the name of the subject, symbols and numbers.

The game "When there is no, when there is no, when you are hungry, when you are full." In this game, the class is divided into two groups, and one student is selected from each group and asked to write ten words that describe the action[33]. The group that correctly completed the task at the specified time gets the right to tell a story (or hear it from the teacher). A fairy tale will be heard and the words denoting work-movement in the text will be found and their meaning explained.

In the game "King of words with a condition" asks the students about the kings or queens in fairy tales who set conditions for doing something[13]. It is known that elementary school students are interested in reading fairy tales. After that, the students are asked to find the words in the text that indicate work - action, to determine whether the action is being performed or not. they get theirs.



"Two names from one word" game. The students of the class are divided into three groups and they are asked to write the names of flowers, tools and animals and the names of the people named after them. Pupils write: 1. Basil - Basil, Chinigul - Chinigul, Lola - Lola, Lilufar - Lilufar. 2. boy - Baltaboy, tesha - Teshaboy sickle - Reaperboy 3. wolf - Wolfboy, lamb - Qaziboy almakhon - Almakhan, fox - Tulkiboy.

"Twins" game. After explaining to the students that there are double consonants in the structure of the words, they are told that they can be compared to twins. It can be a memorable game for children. If there is the same consonant (m, m, ll, cc), Hasan - Husan, if two different consonants come together (nsh, st, nd) and figurative similes such as Hasan-Zukhra are said, the students immediately they will look for words, the game will be interesting. Example: All, amma, cocoon, gold, hot, cane[34]. Money, friends, meat, sugar, time, happiness Place Gemini. 1. ga ... (ganch) 2. ga ... ar (gem) ti ... (peaceful) se ... ar (magician) ga ... (gancha) ra ... (mercy) shu ... (so much) za ... (jeweler) The winner of the game is one of the students who completes the task correctly[14].

"Children of one mother" game. In this game, the students are asked to compile a list of words denoting action, the name of the object, its number, and sign. The student who completed the task quickly and correctly will be awarded with "five" marks and will be considered the winner of the game.

"Erkala and Koyi" game. The teacher instructs the students in the first row to list the words used by parents to caress young children, and in the second row, to list the words that express lazy children. The winner of the game is the group that finds the most words that represent caressing and caressing. Examples: Words expressing caress. My baby, my butt, my mare, my lamb, my glasses, my sweet[15].

The thinking of students of junior school age is already formed before they come to school, and it improves during the course of studying at school. During primary education, working on children's perception and memory creates important conditions for the development of thinking. During this period, children's perception and memory undergo a qualitative change, that is, it becomes a voluntary and controlled process[16].

In the early stages of learning, children think concretely. Under the influence of education, they gradually began to understand the essence of the information being analyzed or studied, with the reflection of important features and symbols in their thinking. It is known that psychologists note the manifestation of thinking at two levels:



- 1) Reproductive (imagination) thinking;
- 2) Creative thinking.

Reproductive thinking is characterized by the student's acquisition of ready-made knowledge and understanding and recalling them orally or in writing. In the process of creative thinking, the student does not receive knowledge ready, but acquires it independently, using the methods of mental activity. In a one-hour lesson, the teacher works based on reproductive thinking when appropriate, and creative thinking when appropriate[35]. The effectiveness of education requires the ability of students to make judgments and conclusions.

Making judgments and conclusions in mother tongue classes; comparing vowels and consonants, words and adverbs, sentence constructions; to identify their similarities and differences; making a list of related words and adverbs; grouping them according to their specific characteristics is done on the basis of likenesses. Therefore, it is important to teach primary school students to perform these mental activity methods[16].

Teaching methods of mental activity, first of all, requires turning the student into a subject (active worker) of the educational process. Only when the student becomes an active participant in the educational process, he observes and compares language phenomena, identifies similarities and differences between them, and divides them into groups based on certain characteristics. Understands how each group can be continued independently, can make judgments and conclusions based on personal observations. The student's becoming a subject of the educational process does not exclude the teacher from this process, on the contrary, it strengthens its influence. In this complex process, the teacher becomes not only a supervisor, but also an organizer, a direct manager of the student's activities. Observation, comparison, grouping, generalization are such closely related methods of mental activity that the educational process makes all of them necessary. At the same time, if one of these activity methods is ignored, the other one will not give the intended result[17].

In order to compare linguistic phenomena, it is necessary to be able to observe them carefully, to be able to compare them for grouping, to be able to generalize the observed, compared and grouped in order to draw conclusions and judgments. For example, in the study of the topic "Words expressing the characteristics of a person", from the exercise given in a mixture of words expressing the characteristics of a person and his signs, only words expressing the characteristics of a person (nice, handsome, polite, cheerful, strict, sincere, stubborn, etc.) are assigned to be grouped into one cell. Especially, giving 2-3 words belonging to the same nest as an example,



and continuing this list of words independently, is one of the important factors in the development of mental activity methods in children[18].

Students' interest in knowledge is also important in the educational process. Two types of interest are known to us from psychological literature. The first form of interest is the interest that is aroused at a certain time, in the course of a certain activity, and the second is the interest of the goal. Each teacher should achieve a stable, indirect interest in his subject[36].

Interest in the science of "mother tongue" through interesting organization of lessons, variety of assignments, effective use of visual, audio-visual and technical tools, strengthening the practical orientation of lessons, turning the student into a subject of the educational process is important.

The game is something that everyone can enjoy. That's why even adults throw themselves into the game until they say it's free, let alone a child. A boy is a boy. It cannot be separated from the game while playing. He plays while working. Therefore, can't we pass our influence on children through the game? Of course, it is possible, but games that are played during the course of the lesson and games that are played in extracurricular activities outside of the classroom conditionally group can be:

A) Games directly related to a certain topic;

B) Games that are not directly connected with a certain topic, but are played alternately:

The first group of games can be connected to almost any topic, many teachers give it their own name and reinforce certain rules, prevent children from getting bored[19].

In the game called "relay of letters" (also known as "chain"), which has been used for a long time, it can be played at any time with the aim of increasing the student's vocabulary and increasing fluency. however, it should be used from the topics "Noun", "Nouns", "Adjective", "Verb". This game can be played in many ways. The smaller the age of the students, the narrower the range of knowledge, the wider the topic, the older the age, the deeper the knowledge, the narrower the topic. The main condition of this game is that the next student should start a new word with the last letter of the word spoken by the previous student: car-pomegranate-rum; Princess-honey-mud-peanut. If the student cannot say a word, he loses the grade, the spring is taken into account, and the student who lost the most marks plays and tells a poem or something.

In the lower classes, in the above order, without putting a subject; in higher classes, the topic becomes more concrete. "Farming" means: grapes-raspberries-pomegranates-radish-figs.



Cities are called: Tashkent-Termiz-Zarafshan-Namangan-Navoi, girls' names are: Rana-Alma-Anora... The game is divided into "household items", "tools", "plants", "animals", "book titles", "songs", "poets and writers", "characters", "body parts of a person". » topics can also be held. in the lower classes, it is better to hold the "word relay" instead of letters. Topics such as "Words about school", "Words about people", "Animals", "Words about nature" are useful for this[20].

During this game, the teacher recommends a number of words related to the noun phrase to the students using a portable board or an overhead projector. Pupils compete in writing abstract nouns from these words separately, concrete nouns in separate columns. The following words can be given: throne, book, happiness, freedom, peace, feeling, sumac, joy, spring, wheat, mill, love, picture, beauty, value, loyalty, water, courage, earth, spring. The student or group of students who completes the task quickly and correctly will be the winner of the game and will be named "the most resourceful".

Or you can perform tasks such as finding the missing suffix that represents abstraction, forming the continuation of sentences using nouns, dividing nouns into basic and artificial nouns, or using games. All independent word groups are simple, compound, double.

Every person, every creature, every thing has its partner in life, so independent word groups "live together" with their partner.

Pair of nouns: brothers, sisters, parents, relatives[21].

Paired adjectives: good-bad, big-small, low-high, white-red.

Couple of verbs: morning-indin, night-day, winter-summer, nari-beri, dunda-bunda.

Paired verbs: said-put, passed-went, read-went, went-arrived.

Even numbers: five-ten, three-four, five-ten.

Pair pronouns: this-that, I-you, that-that, that-that.

Games-assignments serve as an important means of activating students' activities to prevent and eliminate mistakes. The student prepares a dictionary dictation on the basis of complex writing or typical mistakes made in the students' written work, records it on a magnetic tape in advance, and instructs both groups to write down the words being dictated through the tape recorder during the lesson. He carefully monitors the students' work and determines the number of students who wrote the words from the groups without mistakes. Depending on the smallness of the error, the place of the groups is determined[22].

"Who holds the chalk the longest?" in eliminating typical mistakes of students in mother tongue classes. you can use the game effectively. The teacher writes the wrongly written word on the board. Students should correct this mistake, explain its



reason, find similar examples. On the basis of drawing lots, chalk is first divided into a certain group. The student who has appeared on the board completes the game-task in the following order:

The student corrects the misspelled word and word combination, shows the rule and letter related to it: finds similar examples. The student who made a mistake has to pass the chalk to the second student. The second group continues the game. Whichever group is kept longer, that group is considered the winner.

In native language classes, games and tasks related to working with different dictionaries are also of great interest to students. Various games with the help of the teacher's Uzbek spelling dictionary, Uzbek-Russian translation dictionaries, morpheme dictionary, explanatory dictionaries of synonyms and antonyms, dictionary of paronyms -can arrange assignments. For example, "Who can find the fastest?" The game forms students' vocabulary skills. The teacher writes 3-4 words that are difficult to spell on the board. And instructs the students to find these words in the spelling dictionary. The student who finds all the words in the spelling dictionary and identifies the face is considered the winner[23].

Teacher: What are modifying adverbs? Let's remember them through the lily flower. Exercise 350. Read the text by replacing the dots with modifiers. Title the text and copy. Example.

A person asked Luqmani Hakim: "From whom did you learn manners?" Hakim Luqmoni replied: "I learned manners from the rude." The man asked again: "How did you learn manners from indecency?" "I always looked closely at the actions and words of people. If I heard bad words from anyone, I didn't say them. "If I saw something bad, I didn't do it," they answered. Teacher: Children, let's play the game "Make a sentence out of words" in order to improve your knowledge of science.

"Make sentences out of words" game.

In this game, a grammar game is played to make sentences from the given words. One group of words given in this game must be words (verbs) that express action[24]. Because the center of formation of any sentence is a participle. To play this game, the following words are written in two lines on a notepad or portable board:

The condition of the game: Choose the words (nouns) in the first line from the words in the second line to make a sentence with the participation of these words. The number of words can be increased taking into account the level of knowledge of students.

The second version of the game:

To organize this game, students are divided into three groups. It is divided into each group. Each group will be given a specific task on making a sentence[25].



Words are written in three columns. Students of the first group choose nouns. Pupils of the second group choose a verb suitable for this noun and form a simple compound sentence consisting of a participle and a participle. The third group expands the sentence by adding words from the third column (second-level clause) to the constructed sentence. After the first sentence is written in this way, it is the turn of the third group to choose one of the words from the first column. This is how sentences are written.

If a group fails to complete the assigned task correctly, the previous group completes and reads the sentence and gets one additional point. The game continues in this way[26].

Conclusion

Using grammar games in 3rd grade mother tongue lessons to improve the knowledge and skills of primary school students in the grammar of their mother tongue, to encourage primary school teachers to take a more responsible approach to the teaching process requires[27]. Because a beginner who is just learning the grammatical rules of his native language, learning to combine letters and words to make sentences, and getting acquainted with the rules of expressive text reading providing education and upbringing to students of the class at the same time, inculcating in them the concepts of human qualities such as oriental manners, faith, hard work, peace-loving, and at the same time developing their understanding of the complex grammar of their native language. involves some complexity.

It is advisable to strictly follow the principles and methods of organizing lessons, taking into account the age, level and ability to receive knowledge of primary school students.

In the process of conducting experimental training, we were convinced that the use of non-traditional methods in lessons, the effective use of new pedagogical technologies, the use of didactic games, various competitions or interesting educational games in lessons. gives effective results in students, not only in the formation of deep knowledge and skills, but also in the development of learning motives and human qualities.



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