



MOTHER TONGUE AND READING LITERACY IN THE PRIMARY GRADES

Ergashev Ikromjon
Senior Teacher of ADPI

Abstract

In this article, opinions were expressed about the methodology of teaching the mother tongue in primary classes.

Keywords: language, speech, competence, creativity, method, education.

Language plays an important role in forming and expressing thoughts, expressing impressions and feelings. Language is a means of communication between members of society. The more this tool improves, the more clearly and effectively the idea is expressed. So, people's interactions, feelings, experiences and situations are determined through language. The need to learn the native language in-depth at school comes from the main functions of the language. The place and role of language, speech and thinking in human life has been of interest to many people since ancient times. It is not for nothing that speech is noted as one of the signs of spiritual maturity in the works of thinkers of the past.

For example, Kaikovus "Have a conversation with pleasant people and know how to speak"; Yusuf Khos Hajib "Language is the translator of education and knowledge... If one does not pay attention to language, if one uses it inappropriately, one's head will explode", Farobi said about the place and role of words in human life: "...the power of speech is such a power, with the help of which a person acquires knowledge and skills, with the help of which he can distinguish between ugly and beautiful actions in his behavior, and perform actions that are necessary or not, at the same time, harmful and useful. "He understands everything, delicious and bitter things", M. Koshgari's "Devonu lug'otitturk" quotes the saying "The beginning of manners is language", A. Navoi's "Bir bolu, bir kor, bir de, bir tila, Mayil kilma munda bilik bila" verses suggest that unanimity, mental stability, unity of words and thoughts are the main program for a real person. The above points show that our great ancestors emphasized the importance of language in the formation and development of human spirituality. Elementary school students learn to read and write well in their mother tongue classes, and they learn the rules of written speech. Skills in the field of mother tongue (speech, reading and writing skills) are a necessary condition and means of students' educational work. In addition to acquiring reading skills, the student should





first of all learn his native language, because the native language is the key to knowledge and intelligence. The native language is also a means of teaching other subjects: social history and natural sciences. is also learned using the mother tongue. Therefore, the mother tongue plays a special role in the general development of the child and in awakening the desire for knowledge and work.

Language is an important educational tool. A child who reads fiction, newspapers, and magazines cultivates the best qualities in himself and learns the culture of behavior. Since the mother tongue occupies the main place in primary classes, it is necessary to cultivate interest and love for the mother tongue in every student.

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. Teaching literacy to first graders, that is, teaching them basic reading and writing, turning these skills into skills.
3. Learning the standards of the literary language, i.e. literate and polite writing, correct pronunciation, speech and stylistic elements.
4. Acquiring elementary theoretical information from phonetics, lexicology, morphemic structure of words, grammar through text analysis and using them in speech activity to acquire skills and competencies.
5. To develop the artistic and aesthetic taste of students through the analysis of artistic and scientific popular texts in reading and native language classes, to regularly increase students' interest and attention to words in native language and reading classes, to is to explain the meaning of the word and its place in different texts.

All these tasks are reflected in the elementary school mother tongue program. The program is a state document, which defines the content and scope of the educational subject, as well as the basic requirements for the level of knowledge, skills and qualifications of this subject. Teachers and students work on the basis of the requirements of the program. The program envisages the formation of the following basic competence elements in primary school students during the teaching of mother tongue:

The elements of basic competence formed in students are as follows: Competence of working with information: - understanding of radio and television broadcasts and finding the necessary information from various sources and being able to use it; - being able to work with a book in the lesson, the subject being studied, find the necessary rule, exercise, perform exercise tasks in order; - performing tasks using media and didactic materials.

Self-development competence:





- learning and distinguishing academic subjects from each other; finding a word made up of several words with an independent meaning and forming words based on a sample;

-regularly improve knowledge through independent reading of picture books, magazines and newspapers;

- to follow the daily schedule, organize it correctly and engage in physical education;

-respecting elders, following their advice, being able to behave in public places.

- correctly assess the content of oral and written texts;

- to correctly understand one's mistakes and shortcomings, to be able to control oneself and try to correct one's mistakes, to help adults, children and friends. Socially active citizenship competence:

- to behave properly at school, family and public places and to participate in various events;

- to know and observe one's student duties and rights, tasks;

- to know state symbols and show respect for them;

- at school and extracurricular events (auditions

and h. k.) to follow the culture of participation and dealings;

- to be able to understand the tasks assigned to him in the class and in the family;

- maintenance of classroom equipment and educational tools.

- to react to events, events and processes happening in society.

National and general cultural competence: - to dress modestly and follow hygienic requirements; - compliance with internal rules and etiquette of the school;

- being able to distinguish between good and bad habits;

- to know national holidays, national values and distinguish them from each other.

-Knowing the structures and historical monuments built in our country during the years of independence and distinguishing them from each other.

Mathematical literacy, awareness of science and technology news and the competence to use:

- to know how many people there are in the class and in the family, the number of classroom equipment and educational tools;

- clearly state the dates of holidays celebrated in our country;

-use of different schedules in daily activities;

- to be able to use the necessary things (school supplies, clothes, etc.) sparingly;

- drawing up personal plans based on accurate calculations, reading tables related to the topic in daily activities.

Currently, a system of methodical recommendations, such as organizing independent work for students, is being developed, the effective use of technical tools, the





introduction of educational games to the education of the mother tongue is becoming widespread, test tasks, various puzzles and tables are used in the educational process. training is planned.

Experimental work is being carried out on the use of control methods that correspond to the world standard in taking into account the knowledge of students.

As can be seen from the above, the mother tongue is being formed as an educational subject and is going through a complex path of development.

References:

1. Qosimova K. 5-sinf ona tili darslarida lugʻat ustida ishlash–T.: CHOʻlpon, 1988. – 175 b.
2. Qodirova, B. "Analysis of verb terms in Uzbek and Kazakh language schools' manuals." *Journal of Advanced Research in Dynamical and Control Systems* 12.6 (2020): 1125-1129.
3. Kadirova, Zulayxo. "INTERNATIONAL LABOR MIGRATION POROCESSES IN UZBEKISTAN." *Вісник Національної академії керівних кадрів культури і мистецтв* 3 (2018).
4. Kadyrova, B. "The Concept of Historical Consciousness and its Interaction with Social Intelligence." *European Journal of Research and Reflection in Educational Sciences* 8: 189-194.
5. Турғуновна, Қодирова Бузулайҳо, and Айнура Мархабаевна Бекжанова. "Бадий асарлар воситасида бошланғич синф ўқувчиларида тарихий онгни шакллантириш методикаси." *Образование* 8.9 (2022): 10.
6. Turgunovna, Kodirova Buzuloikho. "Gaming technologies to improve the efficiency of the educational process." *Web of Scientist: International Scientific Research Journal* 3.02 (2022): 837-839.
7. Турғуновна, Қодирова Бузулайҳо, and Айнура Мархабаевна Бекжанова. "Бадий асарлар воситасида бошланғич синф ўқувчиларида тарихий онгни шакллантириш методикаси." *Образование* 8.9 (2022): 10.
8. Коди́рова, Бузулайҳо Турғуновна. "ФОРМИРОВАНИЕ ВОСПРИЯТИЯ ПРОИЗВЕДЕНИЙ ИСКУССТВА В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ." *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY*. 2020.
9. Kadirova, B. "PSYCHOLOGICAL-PEDAGOGICAL AND METHODOLOGICAL FEATURES OF THE FORMATION OF HISTORICAL CONSCIOUSNESS IN PRIMARY SCHOOL STUDENTS." *harmony* 3: 12.





10.Кодирова, Бузулайхо Тургуновна. "Специфика работы над художественно-историческим произведением в начальной школе." Вопросы науки и образования 7 (19) (2018): 213-215.

11.Кодирова, Бузулайхо Тургуновна. "Методологические основы формирования текстовой деятельности у учащихся в процессе постижения художественного произведения." Научные исследования 6 (26) (2018): 78-80.

