



HOME-MADE REMARKS IN ELEMENTARY SCHOOLS

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Abstract

This article focuses on the topics of the beginner class with an organized childhood. Using a number of methods and methods in the course of the lesson, students will be given an understanding of organized sentences.

Keywords: speech, word, phrase, sentence, types of sentences for the purpose of expression, coherent sentences.

The history of the Uzbek language, which belongs to a large family of Turkish languages, is closely related to the many centuries of our people's longing, aspirations, pain, triumphs, and victories.

Our ancestors and ancestors spoke their word to the world through our mother tongue. In that language, they created great cultural examples, great scientific discoveries, and artistic discoveries. Today, we honor and respect the memory of our great Jews, nobles and scholars, nobles, and great artists who have shown spiritual courage and self-sacrifice [1].

Each teacher should teach him the rules and laws of the language in a simple, fluent, and understandable way to study its essence and to provide it to students.

One of the main requirements of the curriculum, which is based on the national educational standard of secondary education, is to cultivate students' oral and written discourse [2].

To do this, you need to make the most of the methods and methods that teach students to think freely, argue, and draw conclusions in the learning process. The combination of vocabulary in English has a long history. (Matthew 24:14; 28:19, 20) Therefore, the use of unified words in English is a unique synthetic event that has historically been formed.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Preliminary information is consistently taught in grades 1-4.





In the first grade, students learn to distinguish speech from speech, to distinguish a word from a separate word, to follow the tone when reading a word, and to write the first word of the word in the initials after ascertain preparation, and to put a point on the end. This is taught in the days after teaching literacy.

In the second grade, they are prepared to study gap pieces. They say, "Who and who are they?" They learn the word that tells them what it is. But it has and the term cuts is not given. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in English and English.

In the third grade, the types of words are taught, and they are taught to pronounce them according to their tone and to correctly apply punctuation characters. The topics of gap pieces, possessions, cuts, and secondary pieces are also studied in this class.

Now, as for the 4th grade, the students will read in a loud voice, write comma before these gardeners, and write in oral and written discourse they learn to use it.

In elementary schools, they will get acquainted with such topics as speech, speech, words, phrases, vocabulary, vocabulary, vocabulary, and vocabulary. They will have an understanding of the matter. Knowledge on this topic produces skills and skills. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these projects. Elementary school students learn organized words in Grade 4.

(Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. They die with a tone of counting. For example: Apples, apricots, and cherries flourished in the garden.

What is apple, orchid, and cherry, and it bloomed in response to the question? Connected to.

These are the answers to the same question in the statement, and they are tied to the cut. The resulting embryo was allowed to develop in nutrients and then inserted into her nutrients and then inscribed.

At the same time, the owners may come united.

For example, let's see exercise 42.

Read the text and find and copy the combined sections.

Do not eat two different kinds of food, they cannot come in the snow and quarrel among themselves. They came and knocked me down.

They cannot come and quarrel, and their words are a unified cut. The words of the compatible and the collapsing are also a unified cut. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these words with you.

Let's stop talking about exercise 45.



He saw white, yellow, red flowers lying around him. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. Secondary pieces can be combined in the gap.

Dars ishlanma

Topic: Sleeping pieces of talk

The purpose of the lesson is:

Teaching objective: To give students an understanding of the talk and its contents.

Educational objective:

Teach students to speak beautifully to independent thinking to respect and listen to the opinions of others.

Lesson type: New educator

Lesson method: question-and-answer, didactic game, competition

Lesson equipment: textbooks, weapons of mass destruction, distribution materials

Progress of the lesson:

1. Organize the lesson:

Singing a poem about the language fan.

To him my fox jon-u slice,

Sen-la kamol topdi slice

Lesson slogan:

Write beautifully, if you write a letter

Because this is also a great art horse

That's why it's a prerequisite now

Love for Husnixat.

2. Repeat the assigned theme.

We divide the students in the classroom into three groups and use the "Adultery" method to them. We will produce one participant and ask questions about the topic discussed. Whichever participant is the first to respond takes a step forward. Whoever travels at a fast distance will be victorious in this group.

New theme bay:

The date of the day and the new theme will be written to the file. The information is provided about the sleeping statements. Then the above groups will name their groups.

Group 1 SON. Group 2 OT. Group 3 is called SIFAT.

On Assignment 1, each group will describe its group.





Scenario 2. Distribution materials with questions will be distributed to each group. They will answer questions.

Task 3. Work with textbooks.

Exercises will be performed on page 20 of the textbook. A student from each group comes out and writes down the words on page 34 in the file, using interrogations to identify pieces. The answers of the students will be listened to, and the unified pieces will be explained.

Exercise 35 is given for independent performance. By reading and writing the poem of Muhammad Yusuf, readers learn to distinguish between words and phrases.

Exercise 36 is written in dictation form.

1. Ichra mush uchrashib,

Ruchka, qalam, o 'chirg'ich

Rosa had a conversation.

2. Book'da olma, behi, anor, nok pishgan bisyor.

It's not the first time that The New Year's Uyushiq will be a lakli gaplarni tagiga chizing.

Students do it independently.

Minutes off.

Yoza-yoza qo'llarim toldi

I have a little writing left.

I'll rest a little bit

So yozaman sozgina.

4. Strengthen a new theme

O'thyed mavzularni reinforcement uchun "Klasster" metodidan used. Doskaga circle shakl chizilib ichiga "Gap" so'day is written vain tarmoqlarga Will'is divided. Have one from group kim Ko'p gap About but'information aytsa, shu thunder g'take Will'ladies. Barcha dance sum'ib go. Next metodimiz Q&A methods. Have one group 5 savoldan consists of test savollari tarqatiladi. Questions answer to be given.

5. Baholash.

The points in each group are collected. G encourage the winning group. Students who are actively involved in the lesson will be encouraged.

6. Homework

Exercise 37. File Upload

Test savollari

1. How are words connected in the gap?

(a) in a nutrial sense (b) in a nutrient sense, (c) with the help of connectors





2. How many types of speech are there for expression purposes?

a) 5ta b) 3ta c) 4ta

3. The answer to the same question in the gap is the same synthetic task, equal connectors, and pieces connected to the tone of counting. Instead of points, specify the correct answer.

(a) Separated pieces (b) combined pieces

c) the 'zlashtirma gaplar

4. How many types are there based on the structure of the gap?

(a) 2ta b) 3ta c) 5ta

5. What part of the statement is the center of the sentence?

a) cut b) ega c) ikkinchi darajali bōlaklar

"The speaker is not limited to his speech, or storytelling, in the process of expressing opinions." [3].

Instead, it should be said that when a speaker expresses an opinion, it is desirable to use the speech of others only without using his or her own speech.

Therefore, teaching students what they say will help them to express themselves clearly, logically, and expressively. Therefore, it is very important to work with such statements.

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