



## **USEGE OF INTERACTIVE METHODS IN THE STUDY OF PARTS OF SPEECH**

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Lessons are the leading form of organization of educational work. Proper organization of mother tongue lessons, effective use of time is one of the important factors in increasing the effectiveness of lessons. Lesson is a creative process. The more creative the students' creative activity, the easier it will be for them to fulfill the intellectual tasks set for them. Learning the secrets of homework develops the ability to think creatively.

First of all, the teacher must be well acquainted with the theoretical knowledge of science. Otherwise, he will not be able to achieve his goal. At present, the teacher is required to improve teaching methods, increase the effectiveness of lessons through a thorough study of the scientific and theoretical concepts of the basics of science. In the implementation of these tasks, the widespread introduction of advanced pedagogical technologies in practice gives high results. To do this, the teacher must have a deep qualification.

Organizing non-traditional lessons using new methods, first of all, teaches students to think independently. As a result, their thoughts are focused on one point, their interest and desire to learn increase. Non-traditional teaching methods such as "Interactive", "Innovative", "Brainstorming" can be used to increase the effectiveness of the lesson. The purpose of the use of various methods in the classroom is to increase the richness of speech and vocabulary, spelling literacy. In particular, it is possible to compose a word, to interpret its meaning, to know how to write it, to perform test tasks correctly. The following steps should be taken in the process of teaching a student:

1. Check the readiness of students for lessons.
2. Determining the level of mastery of the lesson: check homework; work on improving writing skills; calligraphy exercises; Strengthen knowledge on the topic.
3. Announcing the topic and purpose of the lesson, in-depth explanation of the topic on the basis of exercises. Dictionary work.
4. Strengthening students' knowledge through exercises, the use of didactic games.
5. Summarize and complete the lesson.
6. Explain how to do homework.

These parts of the lesson are organized differently depending on the type of lesson. One of the ways to ensure the effectiveness of the course is the competition method. This method ensures that the lesson is interesting and uplifting. Since the competition is only with the participation of students, everyone participates in this process, trying to find answers. In this process, too, their independent thinking is nurtured. Games activate young students, increase the desire for harmony, unity and victory among them.

We use the following types of didactic games in native language lessons:

1. "Say the opposite." The teacher who says the quality or character of an object passes the ball to one of the students. The student returns the ball to the teacher, saying the opposite. For example, sweet-sour, big-small. This method gives good results in the study of adjectives. To reinforce the theme, you will be asked to describe the characteristics of the person and object in the picture. For example, pictures of father, mother, child, flower, pomegranate are displayed. Pupils choose the words red, kind, entrepreneurial, excellent, polite, beautiful, honest, fragrant, sour, caring and write them under the picture.

2. Pupils love to play "Think", "Relay", "Silence", "Stairs", "Fishing", "Ladder" in class. In particular, the game "Fishing" helps students to express their ideas individually. The words are written on the back of the picture of fish, and the student catches a fish from the pool and answers the question, or explains the meaning of the word, asks a question, analyzes it in terms of letters and sounds.

3. Say proverbs on the capital letters of the word mother tongue. Objective: To create a friendly atmosphere, to strengthen the memory.

4. I say a word, they write their opinions on word groups. What they write is passed on to other groups, who fill in and expand their ideas. Objective: To expand the range of ideas, to encourage everyone to work, to get a lot of information in a short time, to learn from each other.

For us, novelty is more fun than glory. It is important to expand the range of ideas in the native language classes in the primary grades. Thinking activities are organized in different ways. One such method is problem-based learning. Problem-based learning is carried out by creating a problem situation in the classroom and using it in an elementary way. For example, students are given a handout with the words *Anvar, mayna, ayiqcha*. Students pronounce words correctly. The words are written on the board with one letter omitted.

*A.nvar, may.a, a.iq.a*, etc. Students find and correct the missing letter. Students' understanding can be strengthened, especially by composing sentences based on illustrations and asking questions. At the same time, students develop the ability to think independently.

We use a variety of methods with students to categorize words to achieve the goal. Preparation for the study of phrases begins in the 2nd grade. Students learn about words that mean the name, action, sign, number of a person. In the 3rd grade, they learn to divide these words into categories such as noun, adjective, number, verb. They learn about these word groups and do practical exercises on them. After passing the topic of word groups, a 2-hour reinforcement lesson will be held in accordance with the requirements of the STS. It is advisable to use the following interactive methods in the reinforcement lesson.

1. Organize the game "Find your partner". That is, papers with the names of nouns, adjectives, numbers, verbs are placed upside down in the basket. Students select them and comment on the phrase. In this case, they find their companions by describing the content of the phrase, the quality, the specificity of the verb and the number.

2. Students who form a group of nouns, adjectives, numbers, and verbs form a "cluster" on the board of their choice of words.

Before students form a "cluster" on the board, ask other students, "What do you know?" Using the "Insert" method, we can assess students. They write and read words related to word groups in their notebooks. After evaluating the independent thinking of the first group of students in the interpretation of their written clusters, we will hold a competition in the "I learned" section of the "Insert" method. They pass the ball to each other by saying words related to word groups.

The method of "Graphic test" also gives good results in strengthening the lesson. Special spreadsheets are distributed to each participant. The teacher reads the pre-prepared questions. Students color the appropriate box.

1. How much? How much? the word that answers the question.
2. Beautiful, beautiful, red.
3. Rock, wheat field, meadow.
4. A word denoting the action of a person or thing.
5. A word denoting number and order.
6. I, you, he, we, you, they.
7. Sings, plays, listens.
8. A word denoting a person or thing.

We will continue the lesson with students using the "Syncvain" method. In the method of syncvain, the word peer is composed of syncvain: 1. What? -Peer. 2. How? -Kind, intelligent. 3. What does he do? - Helps, plays.

Through a variety of methods, students' creative research, the range of ideas expands. Strengthening the memory, attracting attention, motivating to work on yourself, strengthening mutual respect can be achieved.

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