



STUDENT ACTIVATION METHODOLOGY IN THE DESIGN OF PRIMARY SCHOOL MOTHER TONGUE LESSONS

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Article history:	Abstract:
<p>Received: 17th March 2021 Accepted: 3th April 2021 Published: 16th April 2021</p>	<p>The article discusses the idea of teaching students to think independently in the didactic design of mother tongue lessons. Didactic design is the process of preparing a practical model of education. It consists of a design activity, a tool, a subject as a process. In this process, the content of the information or part of it – the educational material – participates in the task of designing. The educational material is pedagogically processed and changed from the textbook to the new form. Learning assignments, problems, test systems, etc. are modified – projected forms of learning material that are modified according to teaching and learning needs.</p>
<p>Keywords: Didactic project, native language lessons, thinking, independent thinking, lesson development, subject, textbook, student, teacher.</p>	

Means in the broadest sense are the material and materialized unity that man places between himself and the object of labor. The carpenter puts material objects such as saws and glue between the boards, which are shaped like a table and a chair, the experience of sawing the board, the materialized products of the carpenter, and the teacher makes the object of labor into a consumer product. By putting things down, he achieves the goal of education and achieves a certain result. There are many teaching aids for a teacher: learning tasks, problems, assignments designed for linguistic exercises, tests are among such tools.

This chapter analyzes the learning tasks with a view to the creative organization of primary school mother tongue education. In order to fully understand the knowledge tasks, they are described in three ways in terms of students' learning activities and types of knowledge tasks (1), knowledge tasks according to the content of the native language subject (2), design of the system of knowledge tasks (3).

The student participates in various areas of social communication and learns the mother tongue: language acquisition through games, language learning through observation and experimentation, mastering the meanings of new words from adult explanations, various syntactic devices, language and speech in the learning environment. Each form of social communication corresponds to a specific type of activity: observation of game activities and experiments with language evidence, extensive explanation of listening to others, textbook and teacher speech require the acquisition of linguistic and speech aspects of the mother tongue.

Although different forms of language acquisition and the types of activities related to them are interrelated, they have a positive or negative effect on each other. Speech skills acquired by students before coming to school, comprehension of speech sounds, ability to perform them, the presence of different words in the student's speech, the gradual improvement of the experience of distinguishing meanings, speech, ability to compose, convey ideas, school native language learning is a source for mastering the subject.

General secondary school mother tongue education is based on the pre-school speech preparation of children. By the time the child arrives at school, some speech sounds may have been misheard and mispronounced. Elements of dialect are also found in the student's speech. After all, every school, every student lives in a dialect-speaking environment. These negatively affect the teaching of mother tongue education. By eliminating them, the effectiveness of mother tongue education will be increased.

Observation of students learning activities in the context of mother tongue education has led to the conclusion that after learning the knowledge on a particular topic, students make mistakes in the process of performing intellectual and practical tasks in accordance with this knowledge. This is not the result of students poor learning of knowledge, but the lack of a strong link between the knowledge learned and its application in speech activities. The connection between knowledge and its application in speech activities is established through exercise. Defects in children's speech activities are reduced through exercises, search for answers to questions, completion of assignments.

According to the rules of traditional methodology, students follow a number of steps in mastering the content of education in the native language and carry out activities:

1) there is a lack of evidence to prove, interpret certain knowledge at the stage of studying the definition, rules, specifics within the subject, it is difficult for students to present evidence on the topic mastered, can not distinguish evidence on previously studied topics from evidence on a new topic;

2) collects and analyzes evidence of knowledge, performs exercises in accordance with the acquired knowledge. Now students have difficulty in applying knowledge to new contexts, even though they have acquired enough evidence to interpret the definition, the rules. There is a need to continue to master the topic on its own. Time is set aside for re-exercise according to this need;

3) development of skills to apply the acquired knowledge in new conditions. At this stage, work is done to apply the knowledge learned in speech, to create text;

4) the stage of continuation of the studied definition, rules, definitions in the process of studying the next topics related to the subject of the native language. At all of the listed stages, the student's learning activity is carried out in the native language, following the principle of moving from language, knowledge belonging to different perspectives of the language to speech.

To increase the effectiveness of mother tongue education, the organization of education on the basis of the principle of transition from speech to language is an acceptable method. The organization of mother tongue education in primary school by the method of speech-to-language transition ensures the consciousness, independence, activity of students in the educational process. The principle of speech-to-language transition in mother tongue education was first based on O.Rozikov's research [1; 34-pp.].

How to understand the principle of moving from speech to language? The student recognizes and learns himself and others, things and events through words. He expresses his experiences and thoughts about them through speech. The relationship between language and speech takes the form of a relationship between generality and specificity, opportunity and reality for both students and adults.

Language is common. Its elements accumulate, nurture, and live in the mind. Speech is a personality that emerges in people's attitudes, conversations, and debates. Following the links between language and speech events, it is advisable to organize primary school mother tongue education in the form of a "speech-to-language" approach.

In language teaching, working on ready-made texts and text formation (text composing) should be the leading method of teaching the mother tongue. As the great thinker and poet Alisher Navoi said in his epic poem "Lison ut tayr": The diagnosis of memory, that is, the revival, the fluency and perfection of literacy, the fluency of language, depend in many respects on the work on poetic and prose texts. By analyzing different texts, involving the given linguistic evidence, it is possible to enrich the mind, the language with figurative expressions, various syntactic devices, which are considered to be the cream of the language, new words by means of text composition.

Students working from speech to language:

-to find evidence of the studied language phenomenon in the prepared texts, to prepare comments on them, to draw conclusions;

-preparation of the text on the basis of the given evidence, the analysis of the prepared text in the context of the studied linguistic phenomenon, comparison of the independent conclusion with the definition, rules, the specifics in the textbook;

-to prepare a situational speech (elders' appeal to young people, seller-buyer dialogue, description of natural phenomena, various things and events), to analyze the prepared speech, the text according to two or more linguistic phenomena;

-separated volumes combine small texts in terms of content, leading to a relatively large, coherent text. Such methods of work increase the effectiveness of mother tongue education, encourage students to work creatively, to be proud of the results of their work, to encourage the integration of mother tongue education. Most importantly, such methods trigger a variety of emotions, interests, motivations, emotions, and motivations in students. Without interest, motivation, emotion, and motives, the student cannot learn, to know. They ensure the active participation in education of methods of mental activity, such as analysis and reunification of events of thinking, comparison and differentiation, abstraction and concretization, seeing specificity in general, separation of generality in particular. Therefore, in the course of mother tongue education, it is useful to teach students linguistic methods, their structure and methods of their use. Most importantly, as the student learns linguistic techniques, he also becomes aware of the secrets of creativity. Linguistic methods such as the division of a word into syllables and sounds, the separation of the stem and constituent suffixes of a word, the recording of similarities and differences of different syntactic units are also involved in the learning process of the mother tongue in the learning environment. The more consciously the student feels and uses linguistic methods in performing this or that task, the more effectively he solves the task.

The educational activity of students in mastering the native language in the educational environment is a very complex, integrated system, consisting of content, motive, purpose, means, outcome. Until recently, however, students' learning activities were not studied separately. In recent years, there has been a growing tendency for students to study the learning process separately. Many years of research by a number of scientists, such as O.R.Rozikov, A.K.Gulomov, B.R.Adizov were considered. Among these researches the scientific and pedagogical research of B.R.Adizov is of special importance, the general structure of educational activity is studied. According to his definition, activity is "a system of actions aimed at a goal based on socially valuable motives, which ends with a certain result on the basis of its own means" [2; 119 pp.].

"We see learning and learning as two sides of the same coin", the author writes. They are events that come from the same point of view, complement each other, and at the same time demand each other".

Both learning activities and cognitive activities are related to a single social phenomenon – the acquisition of social experience. In the scientific and pedagogical research of B.R.Adizov the differences between educational activity and cognitive activity are widely analyzed: if educational activity is focused on knowledge, skills and qualifications, cognitive activity is focused on formation of relations of experience of creative activity together with knowledge, skills and qualifications. Consequently, the initial difference can be seen in the breadth of events studied, in the richness of cognitive activity; Assimilation in educational activities is of a reproductive nature. The student performs the tasks assigned by the teacher, following the activities of the teacher and peers. Mastery in cognitive activities is productive. Students set assignments in collaboration with the teacher, the problem is, they complete the assignments independently. Hence, another difference between these types of activities is explained by the practical nature of the activity; in educational activity the student participates as an object of education, and in cognitive activity as a subject of education. Participation in the functions of the object or subject of education are the next differences between these two different activities; we see another difference between learning activities and cognitive activities at the level of student independence. Students' independence in cognitive activities is higher [2; 120-121 pp.].

The analysis shows that the learning activity of students is a complex phenomenon and has its own components: motive, purpose, means, outcome. Motives motivate learning activities. The goal is a preconceived result. The result becomes a tool when it is placed at the disposal of learning activities. The knowledge, methods of activity, methods of mental work at the disposal of the student act as a tool in the performance of this or that problem, the learning task.

We distinguish two aspects of student activity: learning activities; cognitive activity. A commonality for both aspects of student activity is learning. In other words, the learner learns social experience both through learning activities and through cognitive activities. However, they also have their differences. The student first forms a learning activity. Because of this, we consider learning activities to be genetically primary. Cognitive activity is genetically secondary and is organized for the thinking of students. The student acquires new knowledge, information on methods of activity through cognitive activity. The cognitive side of the activity is explained by the acquisition of new information, new methods of activity, the learning side is explained by the use of knowledge, methods of activity in familiar conditions. The main means of organizing, managing and controlling learning activities are learning tasks.

The learning task is a multifunctional methodological phenomenon, the essence of which is that the tasks of mastering the native language should be studied side by side with the learning material. Take the topic of "Darak Gap" as an example. The content of the study material consists of the following knowledge: knowledge - the meaning of the message, the decrease of the sound at the end of the sentence, putting a dot. At the end of the sentence; skill - to distinguish a sentence from other types of sentences, for example, interrogative sentence, to perform a sentence in its own tone, to read, to indicate the end of a sentence with a full stop; experience of creative activity to distinguish a sentence from a sentence in the text, to compose a text on a given topic, to use a sentence in it, to make a speech consisting of a sentence, always with the participation of the given key words; express their attitude to the word and the text.

When creating assignments on the topic of "Darak gap", the form of the educational material is changed to the form of assignments that students can do: Write a text on the topic of "Spring" with the participation of darak gaps; create a story on the topic of "Excellent student" with the words patience, perseverance, discipline, diligent reading, purpose, aspiration; separate only the pronouns from the text and explain their reading; analyze the story your friend wrote and evaluate his or her storytelling skills; be prepared to compare the essays you and your friend have written and tell each one their accomplishments. Each time a learning assignment is created, the teacher takes the learning material into a variety of forms, taking into account the learning needs. With this method, the content of mother tongue education is adapted to the learning abilities of students. The learning task is a modified form of the content of education on the basis of certain conditions according to the needs of teaching (teaching activity) and learning (student activity) of teaching material in the native language [3; 22 pp.].

The more varied the modification of the learning material in the form of the learning task, the more thoroughly and comprehensively the students will master the topics of the mother tongue. At the same time, the learning task is the most convenient means of familiarizing and transferring knowledge to new conditions, applying them to speech practice. With the method of completing homework assignments in the native language, students develop speech skills and skills in the native language and become skills. Consequently, the learning task is a key factor in fostering socially valuable activities in students.

In the process of completing homework assignments in the native language, a number of requirements are met: the student seeks knowledge in his/her personal activities that is suitable for the assignment. The search for knowledge that helps one to complete a task from one's own activities increases students' ability to make choices; apply the learned knowledge and method of activity to familiar conditions. Practices with the method of applying knowledge, methods of activity to familiar conditions; to apply the learned knowledge and methods of activity to the new-unfamiliar learning situation. In this way, the student acquires the methods of creative application of knowledge, interpretation; distinguish new features of the object (word or sentence, speech sound or syllable) studied in the native language through the learning task. Through such an assignment, native language topics are explored in a

creative way. The following types of them have been identified according to the requirements to be followed during the performance of training tasks.

Exercise-related learning assignments. We understand the concepts of "exercise" and "exercise assignment" as two different phenomena. The training is conducted through a study assignment. It is a method of reading and learning, and its performance is up to the reader. Based on the exercises designed for the exercises, students apply the knowledge learned in their mother tongue to similar, same learning situations. Repetition of learned knowledge in the same, similar learning situations leads to improved skills and competencies. With this in mind, some Methodists describe the exercise as "repetition of the same content in different learning situations" [2; 76 pp.]. Exercises for exercise are based on the assignment. The result of the exercise is stored in the student's activity.

Cognitive learning tasks are learning tasks designed for independent learning of new knowledge, innovative activity methods. According to BR Adizov, cognitive tasks are divided into two aspects: 1) the structure of the content of education; 2) can be classified according to the work performed by the student [2; 154 pp.].

Cognitive assignments according to learning activities. In the current didactic and methodological research, the tendency to separate knowledge, skills and abilities, creative activity experience and the system of relations in the content of education is gaining the status of a general view [4; 21-22 pp, 5; 16-17 pp.].

We distinguish four types of cognitive tasks according to the work they do in the process of learning the content of education.

1. Knowledge tasks related to the registration of new knowledge. By completing this type of task, students independently identify a new perspective on the phenomenon being studied and draw new conclusions from it. For example, 2nd graders can be given an assignment like this.

Words (horses) are given in the two columns. Be prepared to compare them and tell the differences (Table 1).

Table 1

Comparison of horses

1-column	2-column
Child	Children
Tree	Trees
Flower	Flowers

1. How are the horses in the second column different from the horses in the first column?

2. Cognitive assignments for further improvement of skills and competencies. The skills developed through them will be improved as expected, and new evidence on the subject will be gathered.

Imagine: although students have learned famous horses, they have not yet learned the spelling of village names. In this case, let's draw students' attention to the text. There are also village names in the text.

Assignment: Read the text and write the words that represent the name of the village. What can you conclude from the words you have written.

3. Knowledge task related to the experience of creative activity. Through this type of assignment, students gain innovative activity experience.

4. Cognitive tasks on the formation of language attitudes. Students critically evaluate texts written by themselves and their peers. Such assignments foster students attitudes toward language.

Taking into account the work done in the process of independent study of the content of education, cognitive tasks are divided into 4 types.

1. Separation of speech sounds, words, phrases, sentences, etc. from the text on the topic studied in the native language, analysis of the selected object, its comparison with previously studied objects, independent conclusions by comparison, definition, rule, accuracy of the conclusion given in the textbook compare with. The first round of cognitive tasks begins with a practical activity and ends with a conclusion.

2. Knowledge task on the application of the acquired knowledge in innovative learning conditions. To clarify the methods of applying the second type of knowledge tasks in education, we give examples of the first and second types of knowledge tasks.

Assignment 1. Observe the class. Write the names of animate and inanimate objects that appear to your eyes.

Assignment 2. Think. How to write the words you have written into two groups.

Assignment 3. 12 words are given (reader, notebook, book, board, teacher, agronomist, painter, child, artist, pen, diary, poet). How can these words be written in groups?

Tasks 1 and 2 are explained by selecting objects related to a new topic by defining a method of dividing them into two groups, and Task 3 is explained by applying the method of dividing horses into two groups according to their questions to an innovative learning situation. In the 1st round of knowledge, the student draws conclusions based on practical activities, and in the 2nd round of learning, the student looks at the knowledge learned and applies it to the new learning situation.

3. Type 3 of cognitive tasks is carried out within two or more topics and has the feature of generalization. For example, after completing the teaching of noun, adjective, number, and verb phrases in Grade 3, the following generalization-type cognitive tasks can be used.

Assignment 1. Think of examples that fit the questions.

Who? How? How much? What did he do?

Review the words you have written and recall the definition of each word group.

Table 2

Types of cognitive tasks

Types of cognitive tasks	Methodological features of cognitive tasks	
	Practical work performed by students through cognitive tasks	The result that children achieve through the cognitive task
Type 1	Separation and observation of an event related to the topic under study	Record a new summary from the completion of the cognitive task
Type 2	Application of the acquired knowledge to the state of innovative learning	Improving skills through the application of knowledge to an innovative learning environment
Type 3	Comparison of language phenomena within two or more topics	Draw generalized conclusions within the topics
Type 4	React to one's own and others knowledge	Performance appraisal

Assignment 2. Read the text, write four words about noun, adjective, number, verb, and identify the questions.

4. Type 4 of cognitive tasks is related to the ability to objectively assess their knowledge, to analyze the results achieved by peers. Thus, cognitive tasks were considered from two perspectives in terms of educational content and student performance. Now, in order to further clarify the essence of cognitive tasks, their properties are tabulated.

Cognitive tasks are the intermediate link between learning problems and practice tasks and are considered to be the most effective means of developing students' thinking. They are the leading means of cultivating students' knowledge, method of activity, experience of creative activity, creative abilities in mastering relationships.

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