

DEVELOPING ARTICULATION OF ELEMENTARY CLASS STUDENTS USING INDEPENDENT WORK METHODOLOGY

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ABSTRACT

In this article is spoken about the dividable times and unordinary concern to independent work's types, roles and meanings in the education of elementary class students on subject native language using psychological-educational and methodical systems for the activity of students.

Keywords: Level of activity, education period, teaching, studying customary, education phases, variant independent works, constructive independent work, creative independent work, example, steps, language incident, compare, logic, didactics.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Based on the age and specificity of the State educational standard of primary classes, "The independence of education in the Republic of Uzbekistan, the continuity of education, the personality and interests of interests in the Republic of Uzbekistan", they have the skills to learn, learn independently, constantly improve their experience in cognitive behavior, have the skills of alternative evaluation their actions and their ability to make independent decisions. It is noteworthy that the goals and tasks of the teaching and methodological complexes are "to develop the independent and free expression of students and their creative abilities."

It is important to organize independent work to fulfill the requirements of the state educational standard, to ensure the full development of educational materials of students, skills and abilities used in familiar and unusual situations is plays an educational role.

Students are active at different levels of learning. It should not be concluded that their knowledge is weaker, depending on their level of activity. On the contrary, the psychological and pedagogical and methodological approach to learning activity is of decisive importance. Independent work helps teachers work with students who have different levels of activity.

The organization of independent work is based on the principle of continuity and continuity in didactics. Extravagance refers to all processes of linguistic phenomena and reflects the general and important events of the phenomenon. The introduction of audio and writing during the study is associated with teaching new aspects of the phenomenon in the lessons of the native language.

At the training courses, the skills gained in this subject are developed. Thus, the student will be able to explore social life. Students will be able to understand that there is an interconnected relationship between old knowledge and new knowledge. This is due to the fact that students have the necessary level of education at a certain level of teaching and methods necessary for the development of skills and qualifications, as well as to develop an independent methodology at each stage of training.

Independent works also fill the content and form and prepare the ground for the next. Obviously, when the learning process is based on cooperation between teacher and student, teaching teachers and teaching students, the trainee will have to work on his own.

Independent work makes the student study. The current level of education is taught in education in the native language, and in classes in the native language all exercises, with the exception of exemplary exercises, are based on independent work. At the current stage of training, under the guidance of the teacher, in the process of teaching and developing skills, the teacher can not do without the help of the teacher. In this process, the teacher is guided by the methodical preparation of an independent working form and content. The development of the content, form and organization of independent work is one of the most pressing problems facing the methodology.

There are four types of independent work that is used in primary education:

1. Approximate independent work.
2. Creative work yourself.
3. Additional independent work.
4. Constructive independent work.

Independent exercises based on sampling, logical exercises and chain-based exercises are used. In their native language, independent students can read punctuation in the appropriate tone, each to check the punctuation mark at the end of the conversation to see if the conversation is completed, and then, to give a continuous (uncut) text, with the teacher's help, explain the tone and tone content. This is an example punctuation marks. Creative independent works that are used to improve the topic include such questions as questions about the content of the text, the division and separation of text, the search for texts.

It does not necessarily describe independent workflows, but an essay is a record, rewriting, writing a text. Constructive independent work is an active type of independent work, during which students learn to think and work independently.

The choice of independent types of work includes the readiness of students, the nature of reading the text, the purpose of the exercises and the steps that need to be taken. In a full set of schools, the teacher can not work alone with the class when working with two or three classes: he must concentrate on the other classes to work with the class. Therefore, a system of special independent work should be developed.

In primary education, independent work begins during literacy. In independent works of this period, it is necessary to determine the task of the teacher and the methods for implementing it and prepare the reader for independent work. Because at this time students have no idea of independent activity.

Drawing on many subjects such as drawing the same space, drawing clear lines, writing some elements of the letter, preparing questions for pictures, preparing for a photo, can be evaluated.

Independent work is used at different stages of the lesson in the context of the lesson for activating thinking. In addition to focusing on this topic, students should gain new knowledge, get acquainted with the acquired knowledge, and the ability to use abusive language in extraneous situations. If the teacher organizes independent work in various content and forms, using methods that can encourage students, the student has a great interest in reading and learning to activate at all stages of the lesson.

Independent work concerns not only the topic of strengthening the lesson, but also the study of a new topic, and in some cases also the introduction of a new topic.

Independent work can take anywhere from 1-3 minutes to 25 minutes, depending on the age of the students and the purpose of the lesson, depending on the complexity.

The teacher should be methodologically correct regarding the form and content of the organization of independent work. In this period of public life, independent work requires a continuous lesson process. This is necessary for students' intellectual activity, to analyze the structure of language phenomena, to compare, analyze, distinguish their important aspect, discuss, draw conclusions, make a logical statement, find answers to questions in life should be based on didactic goals and tasks in each specific case.

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