

Principles of Integration of Primary School Mother Tongue and Learning Classes

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ABSTRACT

The article discusses the principles of integration of primary school mother tongue and reading lessons. In particular, the texts given in the textbooks "Reading book" are a tool for the formation of speech skills in primary school students. The main purpose of reading lessons in primary school is to prepare students to understand the content of the text, to read consciously and expressively, to comprehend the information given in the text, to prepare to react to the reality expressed in the text.

KEYWORDS: native language, reading, integration, language, speech, linguistic competence, teacher, learner.

In the theory of world language education, pragmatic competence is recognized as a set of educational and linguistic competencies such as *information processing, knowledge and use of scientific and technical innovations, national and cultural, spelling, sign, methodological literacy, speech activity and maturity*. This is the basis for scientific and methodological improvement of educational technologies aimed at the formation and development of linguistic and speech pragmatic artistic texts based on phonetic, lexical, morphological, syntactic, methodological and semantic analysis in students, such as listening, reading, speaking, writing, comprehension, application, evaluation.

State educational standards in the field of mother tongue - self-physical, spiritual, mental, intellectual and creative development, which will be formed in the personality of the student according to the qualification requirements of striving for maturity, independent study; regular improvement of speech and communicative competence; special attention is paid to such norms as the acquisition of their own knowledge, behavior and competence to make independent decisions, the development of the ability to express ideas accurately and fluently using the capabilities of language [2].

In the field of education in each state, speech development in children is recognized as a key component of the system. In Uzbekistan, too, the initial stages of continuing education - the development of speech in children during preschool and primary education - have been identified as an important direction of the pedagogical process. The formation of a global information and innovative educational environment, the growing social need for the development of human capital requires the comprehensive development of the younger generation, intellectual development, including the use of speech opportunities.

The word "integration" comes from the Latin word *integratio* - restoration, replenishment, "integer" - the whole word. We have two concepts in this regard:

1. A system is a concept that expresses the state of interdependence of individual stratified parts and functions of the organism and the process that leads to this state.
2. The process of convergence of disciplines, which is carried out in conjunction with the process of stratification. An integrative approach reflects the objective integrity of systemic relationships at different levels. Integration involves combining previously divided parts into one whole. During integration, the volume of interdependence increases and is regulated, which regulates the performance of the system parts and the integrity of the learning object. How can these general rules be applied in school education?

Integration in education is considered through a systematic approach to the design of the content of academic disciplines. Different levels of integration are distinguished: primary, integration of knowledge; intermediate - integration of division of science departments.

Given that preschool and primary education are the primary stages in the development of a person's speech, their improvement demonstrates the importance of "full integration of the content of primary education, ensuring the harmony of educational elements in this context" [3, p. 15].

"Speech", "speech development", "text work", "speech development through text work", "speech development through text work in primary school reading lessons" are important basic concepts of the research problem. Adequate understanding of their nature will allow us to find the right, rational solution to the problem while conducting research.

Theoretical analysis has shown that the concept of "speech" is interpreted differently in the existing linguistic, pedagogical, psychological and methodological literature. In particular, in the "Pedagogical encyclopedic dictionary" speech is "a form of communication of people through language, which is a means of expression and the main mechanism of thinking" [4, p. 15], in the "National Encyclopedia of Uzbekistan" the processes by which it is expressed orally (orally) and in writing, i.e., the process of speaking and its outcome (spoken thoughts, works stored in memory or recorded in writing) "[5, pp. 424-425]. Speech has been described by psychologists as "the process by which a person uses language to assimilate socio-historical experience and pass it on to generations or to communicate or plan his or her own actions" [6, p. 192]. Methodological scholars have also interpreted speech as "the use of thinking based on the type of human activity, the means of language (word, phrase, speech)" [7, p. 300]. In a word, speech is a type of activity in which social subjects are carried out through language.

The following features appear in the speech:

- 1) focuses on the realization of the need to express an idea, represents the completed topic, is formed on the basis of logical and grammatical rules, is divided into independent, complete, interconnected meaningful parts (it is called connected speech) [7, p. 321];
- 2) expressed orally and in writing;
- 3) the development of oral and written speech takes place in a single process;
- 4) however, there are significant differences between oral and written speech (which will be discussed in more detail in the next chapter of the case);
- 5) speech is divided into types such as dialogic and monologue according to the number of participants in the conversation;

- 6) dialogue is one of the most common types of oral speech, a natural form of verbal communication, which takes place between two or more persons;
- 7) oral speech, by its nature, occurs in the form of more conversations;
- 8) The choice of language means to express content in relation to monologue dialogue, which is considered one of the most important forms of speech, is somewhat more traditional than the structure of speech.

The texts in the textbooks are a tool for developing speech skills in primary school students. The main purpose of reading lessons in primary school is to prepare students to understand the content of the text, to read consciously and expressively, to comprehend the information given in the text, to react to the reality expressed in the text. Accordingly, the primary school teacher conducts methodological training according to the purpose of the lesson, the content of the material studied, the level of knowledge, skills and abilities of students. In preparing students to read the text of the work, first of all, attention is paid to acquainting them with the theme, language, ideological content and artistic and aesthetic value of the text, to draw appropriate conclusions from the content of the text. Reading activity is also a special aspect of speech.

The extent to which a student is able to express his or her point of view in a meaningful, clear, and accurate manner allows him or her to determine the level of learning activity, skills, and competencies. Questions and assignments on reading comprehension and comprehension in reading lessons should make students think, focus on the use of phrases and artistic means used by the author, and encourage them to use new words and phrases for themselves in speech.

The ability to read a text, in turn, is one of the important factors that enrich the reader's speech.

Any lesson that is an independent part of teaching serves an educational, developmental, and pedagogical purpose. The general goal of any lesson is to "educate students and bring them to a level where they can apply the knowledge they have acquired in practice, to form in each student the qualities of a perfect personality [8, p. 120].

The didactic requirements for the "Reading" lessons in the "State Educational Standards of General Secondary Education" for primary education begin with the focus of students' attention on what to learn and what to remember.

Teaching students to think creatively, independently, and logically through work on the text, to analyze the text, and to express their attitudes toward it, requires great skill on the part of the teacher.

At the age of 7-9, "written speech also begins to take shape ... Based on the acquisition of written speech, they acquire information about different texts. During this period, as written speech is just beginning to take shape, children will not yet have developed the ability to control the thoughts, words, and letters they write. In addition, he is given the opportunity to create. Independent creative work develops in primary school students the ability to understand a given topic, to determine its content, to gather information to express their opinion, to distinguish important aspects, to implement it in a certain sequence, to plan. Composing sentences correctly, finding and writing words that fit this meaning

correctly, placing punctuation correctly, finding and correcting one's own situation are indicators of mental development” [8, p. 220].

It is well known that in speech, a person's emotions are expressed along with his thoughts. Students will also learn this aspect through the study of examples of literary texts in primary school textbooks. A literary text is a very complex whole that expresses the content of a work of art, is functionally complete, formed on the basis of the pictorial possibilities of language, freely combines different styles according to the artistic intent of the author, has the ability to give aesthetic pleasure to the listener or reader [9, 88- b.]. Therefore, there are ample opportunities for speech development when working on a literary text.

During the research period, the principles that were prioritized in the process of speech development by working on the text in primary school reading lessons were also identified. They are:

1. The principle of taking into account the characteristics of age. This principle means that it is expedient to organize the process of working on the text, to formulate learning tasks, to give students individual assignments based on their age. Taking into account the age characteristics of students: prevents them from mental, physical exhaustion; ensures effective work with text; saves time; allows the learning goal to be achieved.

2. The principle of a practical approach. This principle represents the process of working with text in primary school reading lessons, the assignments are based on practical exercises, game methods. Practical actions related to reading and writing (expressive reading, narration, planning, working with a dictionary, independent work on the text) are carried out by students on the basis of systematic, coherent activities.

3. The principle of emotional-aesthetic approach. This principle describes that the texts intended for primary school and included in the textbook "Reading" serve to arouse emotional feelings in students, to make them aesthetically pleasing. The awakening of emotional experiences in students, the emergence of aesthetic pleasure nurtures in them feelings, a positive attitude to existence, aesthetic taste.

4. The principle of system and continuity. This principle means a systematic and continuous learning process, which consists of working on the text in primary school reading lessons. Elementary reading lessons initially use texts on topics that are familiar to students in their daily activities, but gradually, on the basis of gradual (evolutionary) development, they are introduced to new knowledge, which allows them to enrich speech with new words.

5. The principle of art and expressiveness. The texts studied when working with text in primary school reading lessons have artistic value and develop students' interest and motivation to read books. The task of the teacher in the teaching process is to ensure the expressive teaching of the text, which leads the students to the skills of correct emphasis, adherence to half and full pauses, attention to the speed and tone of speech.

6. The principle of interactivity and awareness. In essence, the principle of interactivity, as in modern lessons, is the organization of learning activities in small groups, aimed at working with the text in primary school reading lessons, which means that the individual activities of the student take place in small groups. According to him, learning tasks are performed in small groups, based on the interaction of students. The teacher should be able to ensure that each student is active in completing the learning tasks together. Ensuring that each student

expresses at least one idea independently of the text being studied provides a platform for them to gradually develop the ability to think freely, creatively, and critically.

The principle of consciousness means that each student has a creative approach to the text, its content is sufficiently and correctly understood, the task is given on the basis of thinking, thinking, reasoning. Students' conscious attitude to reading the text, to understanding its content, is clearly reflected in the learning process in the emergence of various questions about the reality expressed in the text. Ask students "Why?", "Why is that?", "What would happen if ...?", "Why did that happen?". The fact that dozens of questions such as:

7. The principle of demonstration. From a psychological point of view, primary school students perceive knowledge figuratively. The use of visual aids in the classroom ensures that their imaginations are clear. Therefore, the use of visual aids in working with text in primary school reading lessons helps to further enrich the imagination of students, expand their worldview.

In the primary grades, pictures from the textbooks "Alphabet", "Reading book", "Mother tongue", natural objects (landscapes, buildings, objects, equipment, etc.), various creatures (plants, birds, animals), the behavior of individuals. actions (exemplary behavior, manners, behavior, life experience) can be used.

8. The principle of multiplicity. The use of reading and test assignments in determining the level of growth of students' speech through working with text in primary school reading lessons provides effective results. The variety of learning and test tasks helps to develop students' logical thinking and analytical skills.

9. The principle of interdisciplinary connection. When working with text in the primary grades, there is a correlation between the lessons "Reading" and "Mother tongue". While students are introduced to the rules of oral and written speech in the lesson "Mother tongue", in accordance with these rules in the lessons "Reading" are organized practical actions on expressive reading of the text, its written or oral description, work on the dictionary, independent work on the text.

10. The principle of cooperation. This principle means that the cooperation takes place between the teacher-student, the teacher-student group, the student-student group. The teacher provides ongoing methodological assistance to each student in the early stages of working with the text. Then the teacher's methodical help is given in necessary cases. From the 2nd grade onwards, the collaboration between the student and the student group (small groups) becomes continuous and the learning tasks are performed together, on the basis of mutual cooperation.

When story and conversation are skillfully combined, it is also easier to accomplish the goals and objectives of the lesson. Observations have shown that there are also specific problems in preparing students for reading. Some teachers increase the volume of the introductory interview, spend 10-15 minutes on preparatory work, and leave questions randomly. Considering other activities that are not directly related to reading the text in reading lessons, a large part of the lesson will be spent on speech. Therefore, 30-35 minutes should be set aside for reading time.

The appropriateness and appropriateness of the conversation and the story, the amount of questions, their content and logic of asking, the size of the story should be the focus of the teacher. Usually, when reading topics close to students' life experiences, there is often no

need for conversation. However, a teacher's introductory word that directs students to the topic is definitely needed. Without it, it is difficult for students to fully comprehend the work.

Before reading stories on a historical topic, the teacher determines the students' knowledge of the history of the Homeland and the great figures of its glorious past.

The preparatory work before reading the poetic texts is much more complicated. Lyrical works in a holistic understanding of the function of the spirit of the poet synchronization with the students to create a mood, a poet joy, admiration, care of the feeling of motivation to give. In this case, the teacher

the introductory word is short, goal-oriented, and to enter the world of the poet should be facilitated.

In summary, in primary school reading lessons, the teacher's introductory speech is one of the leading links in the preparation before reading the text, and the effectiveness of spiritual and moral education largely depends on its proper organization.

Read the text and analyze it. In the process of reading the text, students get acquainted with its ideological and artistic features, the events reflected in the play. In this case, depending on the genre characteristics of the work, the text can be expressed, interpreted and taught in roles. Reading a literary text helps to clearly visualize the landscapes described by the author, to draw appropriate conclusions from the actions of the protagonists of the work.

"The main purpose of the analysis is to understand the essence of the artistic world reflected in the work, to correctly and fully understand its original content" [10, p. 49]. Analysis is an important factor in directing students to creative and independent thinking. In the process of analysis, students express their views on the events described in the play, learn the meaning of unfamiliar words, fully understand the content of the text. In fact, "the main issue of literary analysis is the analysis carried out by working on the text. If the reader becomes acquainted with the content of the work while reading, he will refer to its poetics during the analysis. While reading enriches the senses and develops the mind, analysis helps to study the meaning in the context of the text."

Although the main focus in the process of working on the text in reading lessons is its content, its structure should not be overlooked. In particular, the reader who understands the use of past or present tense forms in the description of the circumstances of the event, the landscape, the past of the protagonists, the psyche, does not err in narrating the content of the text. The students' attention to the text of a content event images (landscape, portrait of a literary hero's psychological state,) character incisions, usually in the form of a single time to focus on their

not only by reading and writing, but also by understanding and thinking about the content of the text

it also helps to shape related skills.

In the texts, inter-sentence communication is of particular importance. Typically, the part of the text that deals with a particular person or event is interrelated and begins with a paragraph. Assigning students to read or copy pieces of text in lessons serves to focus their attention around a specific goal.

Between the sentences in the text there is a definite relationship with the communication tasks, i.e. a semantic connection. This connection is reflected in the lexical-grammatical means of expressing it. Just as no words can be combined into a sentence, no sentence can be combined into a single connected text. For example, words like "Children went on vacation", "Flowers opened", "Famous horses are written in capital letters" cannot be combined in one text. Because they have different meanings, they cannot unite according to any relationship.

Summarize and draw conclusions. These types of work are aimed at gaining a deeper understanding of the issues reflected in it, to reflect on the undiscovered aspects of the topic, to develop skills to apply the acquired knowledge in practice by drawing general conclusions about the content of the text.

In the process of working on the text, oral description of the events of the work, comparative stories, descriptions of the actions and characters of literary heroes are important tools for the development of speech. In this process, students form an attitude toward the process, event, person, or behavior expressed in the text. Determining why good is good, why bad is bad, and what the protagonists do is right or wrong is the main task of text analysis in elementary school reading lessons.

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