

## System of Creative Exercises and Tasks in Primary School Mother Tongue Textbooks

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### ABSTRACT

This article discusses the analysis of elementary school native language textbooks.

**KEYWORDS:** student, native language, class, textbook, analysis, exercise.

Thanks to independence, our people have entered a new historical period. This, in turn, requires a new approach to the education system, including the goals and objectives of mother tongue teaching in the primary grades. Based on the decision and requirements of the Ministry of Public Education "On Education" and the creation of a new generation of textbooks, new textbooks in the native language for primary school are being published. There are a number of requirements for these textbooks. The new generation of textbooks, first of all, should be designed in such a way that the teaching tasks given in it teach the student to work actively, as well as to think independently and creatively. We will analyze these textbooks in order to find an answer to the question of whether the current primary school mother tongue textbooks meet modern requirements. In the analysis of primary school mother tongue textbooks. We rely on the classification developed by A.G'ulomov and H. Nematov. According to this classification, the exercises in the textbook are divided into the following groups in terms of teaching students to search:

1. Exercises of the recollection type.
2. Partial exploratory type exercises.
3. Creative exercises.

In the textbooks, there are very few creative exercises that encourage students to work independently and think.

S.Fuzailov and M.Khudoyberganova, Sh.Yuldasheva's 3rd grade textbook "Mother tongue" in 2019 pays special attention to teaching students to think creatively. This is done in the 2nd grade textbook "Mother tongue" "Speech and words", "Sounds and letters", "Vowels and letters", "Consonant sounds and letters", "Speech. Text. Gap" in the 3rd grade textbook "Mother tongue" "Speech. Gap. Word", "Sounds and letters", "Voiced and unvoiced consonants" can be seen not only in their integral connection, but also in the conditions and content of the exercises, in the system of exercises that encourage students to work independently. In particular, in Exercises 1-8, simple, meaningful tasks on the spelling of words, sentences, and letters are given, while in the following exercises, relatively complex tasks are suggested that focus students' logical thinking.

It should be noted that the requirements for all students in the assignments are the same, but the level of students is not the same. Of course, not everyone can do the same tasks correctly. In this case, it is possible to engage students by simplifying the exercise condition by giving additional assignments.

Enriching students' speech with words that express things and individuals also plays an important role in developing students' thinking. In the first grade, students should be active in providing insight into words that express things and people. Because they are trained in the process of teaching literacy to master words that mean the names of things and people. They were told their names depending on the objects. Also, the teacher asked, "What is this?", "Who is this?", "Who came back from work?", "Who went to school in the morning?" Instead of the question words "who" and "what" in the questions such as "person", they answered by putting the names of things. That is why the process of teaching literacy is the first stage of working on the words that express the subject.

The following educational games and test assignments can be used to form the concept of the subject in students: The teacher says the name of the subject. Who are the students to them? What? asks questions. The student who actively participates in the game is considered the winner.

Test assignments on the formation of the concept of the subject.

1. Who? Find the line that contains the words that answer the question.

A. Alisher Navoi, doctor, student.

B. Bobur, book, notebook.

C. Zafar Diyor, pen, book.

2. What? Find the sequence of words that answer the query.

A. Pigeon, musician, tortoise.

B. Man, man, man, old man.

C. Builder, cotton grower, cotton.

3. Find the row with the flower names.

A. Cauliflower, guldon, gulchehra.

B. Yellow flower, cotton, alfalfa.

C. Gulsafsar, chinnigul, violet.

In addition, during my pedagogical career, I have found a number of assignment systems and used them to achieve a number of good results. I hope that the students' knowledge will be further strengthened if they are used in practical classes, in section-by-section review lessons.

Logical exercises aimed at distinguishing or writing the names of a city, a tree, a grass, a fish, a work of art from a group of mixed words can also give good results. For example, "alfalfa", "poem", "fairy tale", "apricot", "maple", "carp" and so on. **“Who is he? What is this?” didactic game**

Several objects are placed on the table. The teacher tells the students what they think about the subject. The students have to find the name of the subject.

**For example:**

It is very fragrant, it is given as a gift on birthdays and holidays. (Flower) In terms of education, these methods help to independently acquire theoretical knowledge, practical skills, to repeat, strengthen and deepen them.

In an educational sense, they cultivate such qualities as independence, diligence, and responsibility.

In general, students focus on their surroundings so that they can distinguish the words the subject is representing from other words. By saying what they see with their eyes, by questioning them, they learn words that express the concepts of object, thing, person. For example, the text of Exercise 8 (page 5) is written in two columns, with the task of comparing the sentences on the left and right, determining which column contains the individual sentences, which column is given the text, and finding the title of the text.

When students are introduced to the exercise, ask, "Why is the text on the left not counted?". (Because the sentences are not related in content. They convey a separate message), "Why do you think the sentences on the right are text?" (Because the sentences are interconnected in content and they form a story) are forced to take a deeper look at the essence of the issue. Conclusion: A text is a contextual statement.

In another exercise in the textbook, similar words were asked to be written on a separate line in the form of names of individuals, things, and natural phenomena.

In addition, students are given the task to "find the names of people, objects, and natural phenomena and continue the lines." notebook ", " pen ", " desk ", " car "; The line "Names of natural phenomena" can be continued with words such as "fire", "earthquake", "volcano", "flood". Depending on the time available, oral assignments may also be effective.

The teacher asks the group to write the words related to the noun phrase "Who can find and write the most words?" if it continues with the task, a peculiar competitive situation will arise. The competition encourages creative research and initiative.

Exercises 229, 230, 236, 241, 252, 257, and 288 in the textbook also give students tasks to think creatively. In particular, a person names (horse) in the context of the exercise, a kind of person names enter the job deeper into the theme, students should master. For example: "mouse", "cat", "rooster", "dog", "fox", "duck", "goose", "monkey", "tiger", "lion" ( Exercise 204); "Charos", "daroyi", "husaini" (exercise 195); "Sun", "moon", "star", "river", "sea", "hill", "hill", "forest", "sky" (exercise 197) and others.

But not all of the assignments in the textbook are at the level of students' creative abilities. For example, in Exercise 12, "Read the text and retell the story. Put a title to the story and write down what you understand. "

There is no justification for the exact repetition of the theoretical concepts learned in the 2nd grade textbook in the 3rd grade "Mother tongue" textbook.

In the 3rd grade textbook "Mother tongue" the repetitions are allowed. Compare: "Text is a sentence that is connected in terms of content" (p. 5) "Sentences in a text are connected in terms of content" (p.7).

We must not forget that this kind of repetition of theoretical concepts limits students' creative pursuits.

If you look at the textbook "Mother Tongue" for 4th grade, published in 2020, it should be noted that the exercises in it are aimed at remembering the knowledge acquired in previous grades, on this basis to perform tasks independently, to draw appropriate conclusions. The textbook pays special attention to the tasks aimed at ensuring the practical use of language by students, the literacy of oral and written speech.

"Tugro - coat of arms"

"Gate" (gate 3).

"Glory, fame, glory"

"Mark, trace"

"Wisdom is a Story" (p. 5)

"Iqbol - happy destiny, happiness, luck" and so on.

"Applause - words of good wishes"

In some places, assignments aimed at interpreting the meaning of words serve to increase students' vocabulary. For example, a 2-exercise "heavenly" exercise "a little tired" 3, 4 exercise, "fun", 7-exercise, meaning the words "foot" search result, of course, the students lug It enriches the horse, expands the worldview.

In Exercise 19, researching the meanings of the words "reads," "quotes," "finds," and "speaks" provides an opportunity to take a deeper look at the inner layers of language.

In addition to explaining the meaning of words in the textbook, assignments on the appropriate use of words in speech enrich students' speech and teach them to think independently by solving problems.

Another way to work on a dictionary is to require the reader to read additional literature. For example, Exercise 14 (page 10) shows 6 types of melons. How many different types of melons are there in Uzbekistan? Write your answer. The student is told the condition of this exercise the day before. He seeks answers from his parents and grandparents. Exercise 104 (p. 46) Birds, Exercise 112 (p. 50) Identify the names of flowers, as well as Exercise 3 (p. 6) "What letter do you start with?", Exercise 7 (7 "What punctuation marks are placed at the end of the sentence? Why?" style-style grammar assignments also focus on independent thinking.

Exercise 22 (p. 14) contains A. Akbar's poem "Extract from essays". The poem talks about how children liken cotton to different things. "What do you want cotton to look like? Write in one sentence" encourages the reader to do serious research.

It is well known that grammatical concepts are remembered for a long time if they are formed on the basis of a problem-solving method. In explaining each topic, students should give their feedback by reading, writing, and analyzing the text. Their opinions are confirmed using theoretical concepts in the textbook or teacher's comment. For example, in Exercise 313 (p. 129), the student observes and analyzes the spelling of words related to adjectives, and asks, "How do you write adjectives that increase or decrease the sign?" will have to search to answer the question.

In the primary grades, both the phonetics of the language and the lexicon, morphology and syntax are mastered on the basis of speech and text. The expressive meaning of the word is also clarified in the sentence structure. The role and function of word groups in language is also reflected in the structure of speech. Shthat point of view, each of the primary purpose of the event and context of language study.

The syntactic relationship of words in sentences determines the parts of speech. Pieces of speech form a sentence. The main parts of the speech pieces are practically taught in 2nd grade. In Grade 3, the transition from practice to learning as an elementary theoretical concept. In this class, students will learn the role and importance of head pieces in sentence formation. In the process of teaching parts of speech, it is necessary to work in accordance with the requirements of international assessment programs in accordance with modern requirements. Because in 2021, Uzbekistan will also be a participant in this program to assess the knowledge of students on the basis of the above program. This assessment program is also available to 4th graders in the PIRLS program (PROGRESS IN INTERNATIONAL READING LITERACY STUDY), an international research program to assess the quality of reading and comprehension of primary school students' literacy compared to their peers in other countries. allows you to compare winter and grasp levels. The first survey was conducted in 2001 (35 countries) and is conducted every 5 years. Since then, the number of countries participating in the program has increased. In 2006, 40 countries participated, in 2011 45 countries, and in 2016 50 countries participated. In the countries of the study, it can be seen that the results of students in reading literacy are improving from year to year.

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