

Methods of Providing Students with Knowledge about the Creation of Text in Native Language Lessons

Bekniyazov Konsbay Isakovich

(Candidate of Philological Sciences)

Nukus State Pedagogical Institute named after Azhiniyaza

The Republic of Uzbekistan of the city of Nukus.

(Received: 27 October 2023

Revised: 22 November

Accepted: 26 December)

KEYWORDS

Providing
Students, Native
Language
Lessons

ABSTRACT:

The article said that the classifications of languages currently spoken study the basics and methods of working with the languages on which they are based, as well as the methods on which they are based..

The work of teaching students to compose texts in elementary classes native language lessons, in connection with which to inform them of certain concepts related to the construction of the text, assumes the use of certain forms of education, methods and methods. This is also the case of foreign Methodist scientists (Rozhdestvensky, M.R.Lviv, N.M.Belyankova, A.V.Kabilova, M.K.Khusnetdinova), and Uzbek Methodist scholars (K.Kasimova, Sh.Yolandeveva, A.Hamroev, Sh.Nurillaevass) thought in detail in their research work, methodological manuals, scientific articles.

In the native language classes of primary classes, traditional methods (observation of examples, analysis, conversation, teacher's statement, inductive, deductive) are used, as well as research (research), types of games, performing creative tasks, methods of relying on the language perception of students.

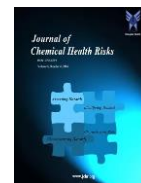
The concepts associated with the text are often reflected in the assignment given over the text, although they do not relate to the subject in the lesson. In some cases, the textual concepts are the same as the subject of the lesson (for example, the difference of the text from scattered sentences). And sometimes the student's attention to the concept is turned by the teacher, since neither the subject nor the assignment to the text refers to him. According to these characteristics of textual concepts, the form, means, methods and methods of work on them are selected. First of all, it is the same provision to employ a sense of language in this work. In the methodological literature, it has been proven that readers are able to understand a number of concepts through a sense of language, practical work. In this, both the reliance on the language sense of students and the organization of practical work are taken as methodological methods.

Particular importance is attached to the exercises of teaching students to compose texts as one of the ways

to grow their speech in the primary classes of schools, where education is carried out in Uzbek and Karakalpak languages. In native language lessons, these exercises begin with the types of work in which reading the text is required, and these works are associated with the study of its structure. The purpose of this is to introduce them to the subject of the text, the title, the first and last sentence of the text, the head of the letter and a number of other concepts by increasing language sensitivity in readers, relying on this.

S.V.As Yurtaev concluded, "...in the process of text formation, a gradual awareness of the grammatical occurrence of speech aspirations by readers occurs. As students age, so does the level of understanding of speech behavior"[1.31]. This process relies mainly on the development of students ' sense of language.

In preschool age, children begin to distinguish language phenomena in the process of acquiring their native language. They add both the plural suffix and the possessive suffixes and the participle suffixes correctly



to the words, often inadvertently choosing the grammatical meanings they want to express. They come to understand that words should be used in different forms, how to add these forms to a word, only through sensitivity to linguistic phenomena, vigilance.

O.O.Kharchenko cites the relatively independent generalizations of 2nd grade students about the difference between the concepts of expression and disclosure of thought: "we can call something, show something with the help of certain words. If we want to express an opinion, then ... we make up. If we decided to reveal this point, then ... need to create"[2.37].

Readers State the conclusion that they need to make a sentence to express an idea, and to open up an idea, they need to create a text. In the same way they can also make generalizations about the minor subject and the abzas.

So, in the lessons of the mother tongue of primary classes, it is a practical necessity to teach students to use textual knowledge, the understanding of which is formed on the basis of long observations that are organized from lesson to lesson, from class to class, as well as using analyzes, and most importantly, using a sense of language.

Readers may have the right question of in which cases language sensitivity, sympathy is triggered. This question can be answered by the fact that in all those moments when you hear a beautifully spoken speech, read a text that is impressively written, evokes aesthetic pleasure. In other words, when listening to radio broadcasts, watching TV shows, at weddings, at some celebration, listening to the interesting story of the teacher in class, etc. In the mother tongue and reading classes of elementary grades, language sensitivity is even more often at work.

Whichever aspect of the text the reader is interested in, if he likes it, this is what the feeling of language is focused on. Thanks to this, the interests of the reader with the marketer's range, the circle of interest are sometimes incompatible, sometimes completely different. Therefore, for an educational purpose, there is a need to coordinate the intended purpose of the teacher with the interest of the student.

But nevertheless, students should try to understand the structure of the text through the process of reading and observing texts in the textbook, working on various written sources, practical, that is, through language sensitivity. Knowing the laws of the native language on the basis of language sensitivity may not allow all

readers to come to such hulosas: one tugri draws conclusions, one blindly follows the text, one absolutely does not mean wahokazo.

As for the logical rules associated with the structure of the text, these rules are expressed in the process of observing text samples, on the basis of which the logical thinking of readers is instilled in the mind. In this, special attention is paid to the formation of analysis, synthesis (unification), generalization, comparison, differentiation, classification operas. These operas are performed on the basis of structural work carried out on the text. For example, the identification of calamities, finding conflicting opinions, inserting fallen plaques, etc.

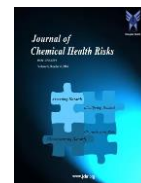
A.V. According to kabilova's conclusion, important signs of concepts are signs that are not important in the case of resistance, their properties and changing facts are a necessary condition for the formation of correct generalizations in younger students[3.9]. This should be understood in such a way that the reader, for example, draws conclusions based on the external signs of the text that it is necessary to write the text, parts of it from the beginning of the letter. Does not fantasize about the change in the topic in the text parts at all.

The concept was not essential to produce a proper generalization. Progress is required depending on the identification of important signs from external symptoms. To do this, it is necessary that the teacher's help, the referrer's questions, encourage students to think, ask questions. Language to ensure a more practical understanding of text-specific structural concepts

Kata, the teacher's problematic question, plays a role in increasing hissy's importance. A problematic question allows students to focus their attention towards attention tracking.

Since oral monological and dialogic speech of uqis is formed to a certain extent before it comes to school, sensitivity to linguistic phenomena plays an important role in this. In this, work is carried out to observe the text (observation method), do (research, research method), draw conclusions.

The possibilities of using the research (research) method, features, procedure and a number of other issues S.Tajbenova's methodological manual was thoroughly reviewed, specific recommendations were described[4.34]. This method involves processes such as studying, analyzing, researching the exercise material given for observation and, on this basis,



drawing conclusions about the language phenomenon, putting the acquired knowledge into practice. As long as the reader is able to discover new programmatic knowledge based on the exercise material, it can be considered that he is also able to observe, research and come to the conclusion of the structural features of the text. In this, too, the content of education related to the text is derived. In a text consisting of several parts, one can consider the application of letterheads, the general and minor theme of each part according to what it is about, how the first and last sentences of the text are formed, what they mean, in what way the title is chosen and other issues.

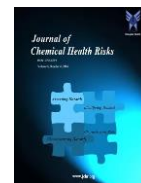
Rules may be issued with the following content based on reader observations::

Rules on the structure of the text

- 1 the first sentence of the text, the first sentence of parts (sections) of the text is written from the beginning of the letter.
- 2. In the text, small topics are divided into as many parts as there are.
- 3. The part of the text can consist mainly of 2-7 sentences, and sometimes one sentence.
- 4. The first sentence of the text refers to the detail of the event, the main content.
- 5. The last sentence of the text makes a conclusion to what is said.
- 6. Verbs in the main part of the text are often of the same form.
- 7. Sentences in the text connect with each other through the following paths (means):
 - in place of the horse in the first sentence, the third person singular or plural person pronoun is used in the second sentence;
 - the noun or I in the first sentence (you, we, you) is left to be dropped in the next two or three sentences;
 - the noun in the first sentence is replaced by the pronoun in the second sentence;
 - one sentence is a second sentence to joint sentence parts like however, but because, therefore, the words are connected using;
 - one sentence is connected to the second sentence using the words that indicate the moment;
 - sentences are connected to each other in content;
 - sentences are connected to each other in

content.

- 8. When an extract is written in the form of a dialogue, each of them is written from the beginning of the letter, putting a dash in front of it, dropping quotes.
- 9. The title reflects the main content (idea) of the text, part of the text.
- 10. Headings poured into pieces of text can be used as a plan.
- 11. Just as small subjects can be the first sentences of pieces of text, there can be a plan.
- 12. The second and third parts of the text generally do not begin with a person pronoun in person III singular or plural.
 - Students are informed in advance what and for what purpose to observe, what work to do, what result to achieve. The main feature of the research process is that students ask the teacher questions about what they do not understand.
 - Professor K. Regarding the use of observation, Kasimova says: "in the 1st grade, observation is inextricably linked with explaining the content of the material being studied and the meaning, spelling of certain words"[5.130]. Even in the study of aspects of the organizational structure of the text, observation is complemented by the teacher's explanation.
 - It will be necessary for the teacher to instruct students in a text of three parts, entrust them to determine and interpret why there are three letter heads, listen to the answers, summarize them in the final way at the end and give insight.
 - Both the observation work on the text and the analysis of the text, and the conclusions drawn, will be built on the basis of the development of language skills. For example, at the expense of the possibilities of increasing the language sensitivity of students in native language lessons, it is possible to create an understanding of abzas in them (part of the text). In this he, in the textbooks "read the text. Say who or what it is about" can use the taskmaster for this purpose. Especially in cases where the text is divided into paragraphs, the assignment can be given differently, namely "read the text. Tell him who he is or what he is about". Let's look at this in specific exercise materials.
 - Exercise 6's condition is defined as follows:
 - Exercise 6. Read the text from the epic "Alpomish".
 - The boy's son's horse was put by Hakimbek.



Hakimbek was six years old. He pulled up the remaining arc from his Alpine grandfather. Yoy Asqar ripped off the great Summit of the mountain.

- A little less than ninety Alps passed through the world. The chief of the Alps was Rustam doston. The end was the Alpomish alp.

- The following tasks are assigned to this exercise:

- What content is the text made of? Write sentences into interrogative sentences.

- It would seem that both in the terms of the exercise and in the assignments that took place after it, it was not asked to say what the text was about. The conversation about this, as well as the talk about the heads of letters, is continued by the teacher and prepares the students to draw an appropriate conclusion.

- It is known that prioritizing observation and research methods in organizing work on the study of text structure, building these methods on the basis of developing the language sense of students will bring good results.

- In practice, the traditional conversational method is widely used. When this method is used, the lesson is organized in the form of asking students questions and getting answers. In this, students are not in a situation of manifestation of independence, participate in the lesson as an object of Education. But there are also proposals to modernize and use this method.

- The teacher's statement method provides for the observation and analysis of the text. But the work of observation and analysis is extremely organized, which is mainly manifested in the teacher's explanation of the new topic. Lessons in which textual concepts are explained as a new topic are practically not planned, therefore, the teacher's statement method also practically does not apply in its pure form.

- M.R. According to Lvov's thoughts, the study of this language by children who come to school with the practical use of their native language consists in essence of researching sample material, as well as their own speech, the purpose of which is theoretical understanding of the language, and the practical task is to occupy speech in all its forms at a high level of

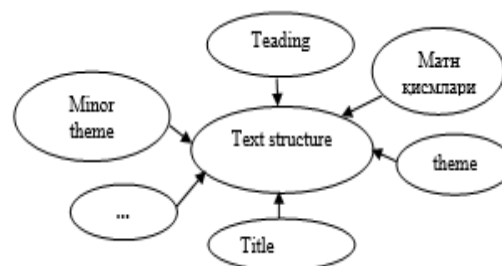
- So, in each lesson, exercise materials should be used more for the purpose of growing speech.

- M.K. The method of projects proposed by

khushnetdinova allows you to model problems similar to those that arise in the "adult" world. While performing the work of the project, the child learns to think independently, identify and solve problems, in which the ability to predict results, possible derivatives of solutions of various options develops, skills for establishing cause-and-effect links are formed[7.69].

- Participation in project activities provides for the existence of a set of qualities in students, such as independence, initiative, creativity, the ability to set goals. The penetration of students into the project execution process assumes the acquisition of the following Project skills and qualifications:

- In the observation phase aimed at teaching text construction in native language lessons, it is advisable to use the "mental attack" ("Breinshtorm") method, problematic questions, "everyone teaches", cluster methods. For example, readers are asked "what to look out for when composing a text? Describe in cluster form" is assigned.

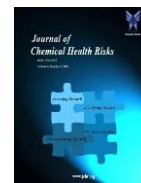


Students reproduce cluster petals by stating the concepts they have learned about the structure of the text. It seems that this method has the property of generalizing, systematizing the knowledge gained.

So, elementary classes are used in native language classes as part of the opportunity to use methods and methods aimed at increasing the cognitive activity of students, teaching them to work cooperatively, getting used to independent research of language phenomena, growing their thinking.

REFERENCES

1. Yurtaev S.V. The influence of the tendency of speech development on the organization of the educational process // Elementary school - 2007. - No. 5.



2. Kharchenko O.O. Through comprehension of the "secrets of language" — to textual competence // Elementary school 2007,-No.5.
3. Kabilova A.V. Formation of generalization techniques for younger schoolchildren in the lessons of their native (Russian) language. The author's abstract. diss. ...cand. Psychology of Sciences.-T., 1994.
4. Lvov M.R. About the methodology of teaching the Russian language // Elementary school. - 2007. No. 6.
5. Khusnutdinova M.K. Development of project competencies of younger schoolchildren: A school camp with in-depth study of the English language // Elementary school. - 2009. - № 1.