

Using Interactive Methods in Native Language and Reading Literacy Classes in Primary Education

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Abstract: This article describes the effectiveness of using innovative technologies in the lessons of the native language and reading literacy and their significance for modern science. The article revealed that the use of modern teaching methods leads to high efficiency of the educational process and the advisability of choosing these methods based on the didactic task of each lesson.

Keywords: innovative technologies, reading literacy, social development, interactive methods, native language.

The use of modern teaching methods leads to high efficiency in the teaching process. It is appropriate to choose these methods based on the didactic task of each lesson. While preserving the traditional form of the lesson, enriching it with various methods that activate the activity of learners, leads to an increase in the level of learning of learners. Also, the interest and attention to the use of innovative technologies, pedagogical and information technologies in the educational process is growing day by day, one of the reasons for this is that until now, traditional education has if the student is taught to acquire only ready-made knowledge, modern technologies teach them to find the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the function of management and direction. In the educational process, the student becomes the main figure. Knowledge, experience, and interactive methods of pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills.

A number of teaching methods are discussed in the literature and articles devoted to new pedagogical technologies. These methods are presented as innovative methods. We will talk about some of these methods that can be used in mother tongue classes with students who are free to learn.

1. Modular training technology. It is held in order to develop students' skills of independent work with textbooks, popular scientific and additional literature, creative and independent thinking. A unique aspect of modular education technology is the creation of a modular program that allows students to do independent and creative work on the subject being studied.
2. Collaborative teaching technology, the main idea of which is to train students to study cooperatively, to create cooperation, mutual support and exchange of ideas among them, not only to complete educational tasks together.
3. Problem-based educational technology. Creating a problem situation, asking questions, proposing problems and tasks, organizing a discussion aimed at solving a problem situation, and confirming the correctness of conclusions.

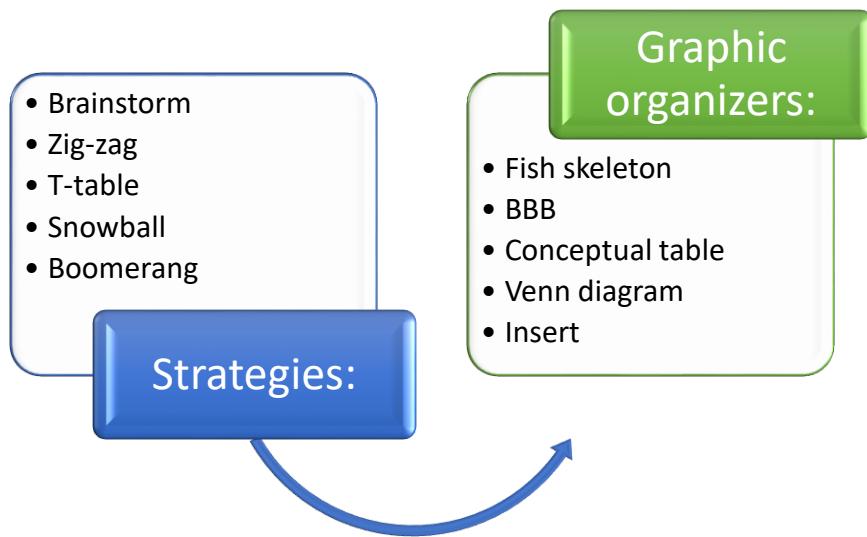
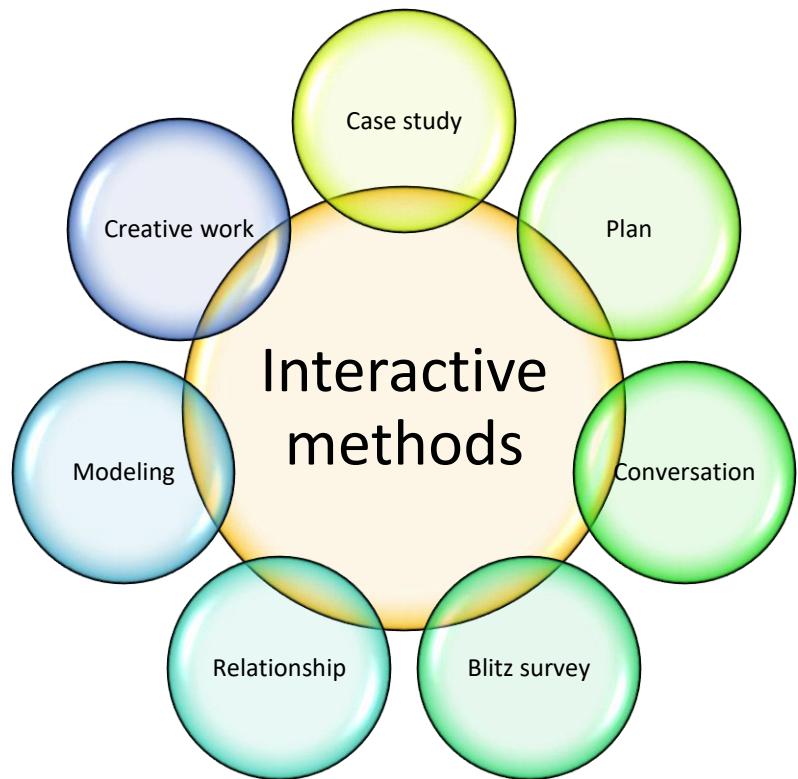
4. Interactive method technology. Relying on students' creativity, creating conditions for free discussion in class. For this, the class is divided into small groups and these groups are worked with during the lesson.
5. Technology of didactic games. Use of various didactic games in the course of the lesson and use them to enliven the lesson, stimulate active movement and interest.
6. Test lessons. By changing the forms and methods of classes on the basis of new pedagogical technology, making them diverse, the teacher turns the student into an active participant in the educational process [2].

The cooperative activity of the teacher and the student makes this lesson an interactive lesson. New interactive forms of teaching are one of the ways to improve educational activities aimed at effectively solving educational issues and strengthening students' cognitive activity. According to this method tested in the experience of foreign countries, i.e. interactive method, lessons are divided into several stages: They are stages such as challenge, brainstorming, understanding, thinking.

1. Challenge stage. At this stage, the goals such as activating the readers, getting into the essence of the topic, feeling it, and preparing for the process of understanding are envisaged. During the process of answering the questions asked by the teacher, the students exchange their opinions.
2. Brainstorming stage. This method can be used at the beginning of the lesson or anywhere, it consists in solving the problem by expressing one's ideas and thoughts. For example, the teacher writes a language word on the board and asks the students, "What kind of image does this word create for you, or how can this word be interpreted again?" - he asks [1]. The teacher can write the opinions expressed by the students on the blackboard in the following order: The opinions of the students should not be considered wrong. encourage them not to be afraid, and at the end, the teacher should analyze each of the opinions expressed. When organizing extracurricular reading lessons, if the student is recommended the reading materials 1 week in advance, Saturdays and Sundays, when the student rests, will not be invalid. Of course, parental control is very important.
3. Understanding stage. At this stage, the concluding thoughts resulting from the debate on the topic of the brainstorming stage are heard and filled with new thoughts by the teacher. The topic is strengthened through questions and answers.

The main goal of using innovative methods in education is to help the teacher to review his pedagogical treasure, to create a desire for a higher quality methodical direction, to encourage future thoughts, research, and experiments.

Today, the following most popular technologies are used in the organization of interactive education in educational institutions of the republic:



The word "method" is derived from the Greek word "method", which means research way, theory, method. The methods are divided into three groups:

- 1) Practical methods;
- 2) Oral methods;
- 3) Demonstration methods [5].

The cluster method belongs to the type of visual methods. Also called "cluster" (networks) method. Brainstorming is a pedagogical strategy that helps students delve deeper into a topic by connecting students to a topic-related concept or specific idea (association) in a free and open-ended sequence. teaches branching.

As an example, let's consider a cluster, which is one of the interactive methods in mother tongue and reading literacy classes in primary education. This method can serve to accelerate and expand the thinking activity of students before studying a topic in depth. It also encourages

students to consolidate, master, and generalize the learned topic and express their imaginations on this topic in the form of a drawing with a creative approach. This helps students to determine the level of their knowledge, understanding and imagination [3].

In some literature, the "Cluster" method is a specific form of pedagogical, didactic strategy, which helps students to create conditions for free, open thinking about optional problems and for freely expressing personal opinions. will give. This method requires identifying a structure that allows thinking about the connections between different ideas.

The "cluster" method is considered a form of thinking that is not directed to a specific object. Its use is carried out in connection with the principle of human brain activity. This method serves to ensure that the activity of thinking is in harmony until a specific topic is mastered deeply and thoroughly by students. The cluster method is a well-thought-out strategy that can be used in one-on-one or group sessions with students.

The method is manifested in the form of a set of ideas expressed by students in group-based classes. This creates an opportunity to generalize the ideas presented and find connections between them. Clustering is a pedagogical strategy that helps students think freely and openly about a topic. This method develops multivariate thinking, skills of making connections between studied concepts (phenomenon, event). Clustering can be used to stimulate thinking at the comprehension and reasoning stages. It is basically a strategy to stimulate new ideas, access existing knowledge, and encourage new thinking on a particular topic. It is advisable to use clustering on a topic before studying this topic thoroughly.

CLUSTERING SEQUENCE:

a "key" word or sentence is written in the middle of a large piece of paper or on a classroom blackboard and on a monitor or a surface that can be used for writing;

the words and sentences that come to mind and are considered related to this topic are written;

to determine possible connections between thoughts when thoughts appear and write them down;

write down all the thoughts that come to mind until the thoughts run out or the time runs out

Quoted words and ideas are sorted into categories based on content and proximity. The participation of all the students in the group in creating a cluster serves as a core of ideas for this group.

To create a cluster, the teacher writes the main (base) word on the board, students say words that complement the main word or are related to the solution of this word. The teacher collects the words spoken by the students around the "Cluster" and forms a logical chain [4].

Now let's look at the clustering of some of the topics given in the Mother Language and Reading Literacy book created for the 3rd grade. In the explanation of Anvar Obidjon's poem "Party in the Forest" given in the textbook, it will be possible to provide additional information through the cluster method.

It will be possible to use the teacher cluster method to explain the story of Anvar Obidjon's "Party in the Forest" (information about the differences between the animals mentioned in the poem) and "Children of the Sun" given in the textbook. After the teacher explains the new topic, he shows an empty cluster drawing on the blackboard or monitor, and together with the students, they fill in the given cluster by organizing questions and answers about the story and reinforce the new topic. This method is important for them to remember the names of the planets given in the above story "Children of the Sun".

In addition to these topics, you can use this method to teach several other topics. The efficiency of the lesson will be even higher if the pedagogues, based on the topic, independently choose such methods and use them during the lesson.

Based on the above, we can conclude that by using the cluster method correctly, students' thinking and outlook will increase. Through this method, students will have the opportunity to systematize and group the knowledge they need.

The main goal of using interactive methods in the classes of mother tongue and reading literacy in primary education is to help the teacher to revise his pedagogical treasure, to create a desire for a higher quality methodical direction, to future thoughts, researches, experiences. is an incentive.

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