

## FORMATION OF MENTAL EDUCATION IN PRIMARY SCHOOL MOTHER TONGUE LESSONS

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**Annotation:** this article talks about the blasphemy of mental education in students during the training of exercises and assignments given in primary school native language lessons.

**Keywords:** mental training, creativity, homogeneity avoidance, integration, result, goal, logical thinking.

"Mental education is an important component of the comprehensive development of the individual, his preparation for marriage and labor. Mental education implies the accumulation of knowledge, analysis and synthesis of something, comparison and classification of things and phenomena, generalization, abstraction, putting them into one system." Mental education is needed, suspended in various processes: in the processes of playing games, working, getting an education, entering into communication, solving various situations. After all, Abdulla Avlani wrote: "The Mind is the idol of human beings, murshidi yagonasidur. The spirit is the worker, the knower, the knower. But man will come to his senses in the shadow of his mind and discernment.

Educating the younger generation as a mature person, a perfect person, who will benefit his family, our country and, moreover, all mankind in the future, our great-great-great-great-great-great-great-great-great-great-grandfather Alisher Navoi, Zahiriddin Muhammad Babur, Mahmudkhoja Behbudi, Imam al-Bukhari, M.To become a person like Ulugbek, first of all, teachers of the elementary school and parents should open the way, that is, if the parent and primary school teacher work together and form the mental education of students as early as the primary school, this is - kata will serve as a foundation when students will become a mature person with their own position in the future. Especially the native language is the most basic tool that educates a person. This is evidenced in Ushinsky's following thoughts: "the native language is a great people's coach who has taught the people even in times when there are no books or schools yet, and has continued to teach the people since the time of the emergence of culture... this work on the gradual understanding of the native language should begin from the first days of Therefore, in this article, we examined the formation of mental education in primary classes on the example of native language lessons and tried to find ways to form mental education by applying various games and techniques within the subject when studying topics.

In the current New Edition, primary school native language and reading textbooks were published as native language and reading literacy combined. In these textbooks, unlike previous textbooks, not only knowledge is given, but also special importance is attached to the independent thinking of students, research, work on themselves, creativity, expansion of logical thinking, the formation of competencies to be able to apply the knowledge gained in life, in a word, the formation of mental education. So it is necessary to make good use of this opportunity.

In the chapter "I and the universe" of the textbook of the native language and reading literacy of the 1st grade, the sound and letter NN are crossed out. In addition to the pronunciation of the sound Nn, the writing of the letter NN, teaching in which places the word meets, it is necessary that the words

starting from the harvest given in the textbook are interpreted and delivered to students in full. In particular, Nina and Naryon it is necessary to explain to people that they should be used with caution, and pears and bread are the blessings of nature, they should be appreciated, revered, not wasted. It is necessary to ensure that the reader not only understands, but also follows these things. To do this, the cartoon "Red Skull" about bread is released and a conversation is held with readers using the method of brainstorming:

1. What kind of pear and bread?
2. What are their differences?
3. What would you do in the girl's place?
4. What would happen if there was no bread in the world?
5. Who mainly uses Nina and Naryon?

It is necessary to encourage students to think, think, and focus on the correct application of what they know in life through questions such as: These questions will stimulate the formation of mental education of students, preservation of the blessings of nature, careful use of tools. At this point, we recommend that you sing and sing this poem while spending a minute of rest in this lesson:

Minute of rest;

Bread is my dear blessing

My strength to eat bread

I do not waste bread

I will not stay low.

The textbook of the native language and reading literacy of the 2nd grade is also very specific and encourages the teacher and student to approach, think, and seek from all sides. Of these, we will focus on task 1 on page 105. We complete this task by working in small groups, that is, the students of the class are divided into several groups, no more than 6. We will consider on the example of 3 groups. Groups agree among themselves that after the teacher explains the assignment, they interpret the words given in the assignment and agree in which case they can be used. They say their agreed information through the game "continue". In this, the teacher writes words on 3 pieces of paper and gives them to groups. Groups say and continue the word that fell on them:

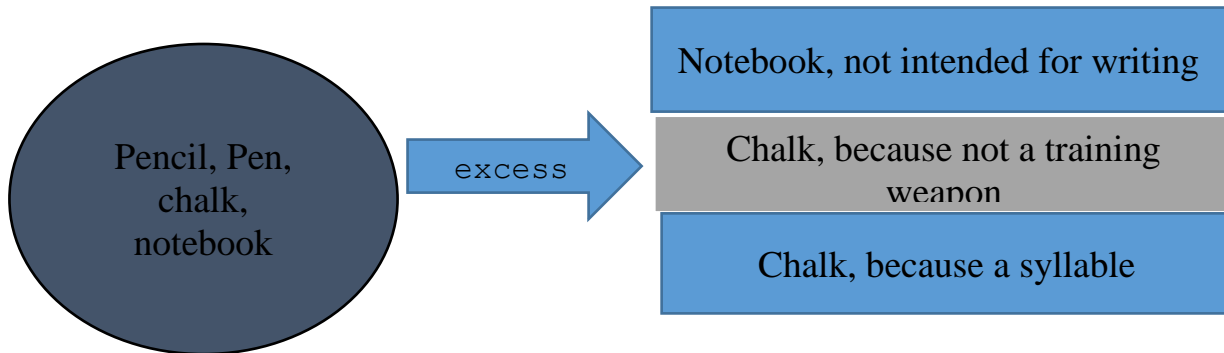
Group 1. In the lesson...

Group 2. On the way...

Group 3. In the market...

Groups continue the words in turn in this cut. When a student from Group 1 says a word that is used in the lesson, Group 2 continues in turn that it is used on the road; Group 3 is used in the market. In addition to the words given in the textbook, they themselves compose additional examples. This increases the competence of the correct application of words in different situations, in different places, sharpening the minds of students. By writing conversations of people given in the next assignment, the communication culture of students increases even more and mental education develops. In addition, in the 2nd grade, the section "strange inventions" is given, and in the reinforcement lesson of this section it is possible to play the game "find more". In this game, the teacher writes 4 words on the board. Among these words, some one differs from the rest in one aspect. This word is found by readers. For example, from the words invention, robot, innovation, discovery, the word robot is superfluous. In addition, in this game, the reader's opinion is not called a mistake and is not a

mistake.,because the worldview, thinking of children is different, they approach differently. It is only necessary that they explain why the word they choose is superfluous. As an example, we give this line of words:



After discussing and understanding all of the two examples presented above by the teacher, the students are divided into three groups and write on paper, forming a similar line of words with each group coming up, and the groups find more than the line of words formed by another group. Through this game, students learn to think comprehensively, pay special attention to each aspect, curiosity.

The textbook of the native language and reading literacy of the 3rd grade is presented in the Journal chapter. During the passage of this chapter, it is possible to play the game “find who I am”, with integration with natural science and English science. In this, the teacher writes the name of fruits, melons and vegetables in English and distributes them to students. Readers stand in turn and say in English the name of the crop given to them. For example, apple, melon, carrot, potatoes, watermelon, pear... the rest of the readers will find the Uzbek name of this crop, melon crop, fruit or vegetable. In addition, conducting the game “find more” during the passage of the same chapter also encourages readers to think logically. By increasing the ability to think, there is an impetus for the expansion of thinking. In this game there will be distributions given the name or picture of the crop from the four. These crops differ in some ways from others. It is this differentiated crop that is considered superfluous: apples, pears, melons, bananas; turnips, radishes, cabbage, radiska, etc. After passing this game, students are also given the task of finding an example of two similar ones at home. This assignment encourages students to search, take a creative approach, and in turn also teaches crop differentiation. Page 103 gives the stage of the appearance of bread. Readers are told to close the books after a thorough observation of these pictures once, and when the books are closed, the pictures given in the book appear on the screen marked with numbers by searching. Readers do not use the book, which writes sequence numbers of the appearance of bread to their friends and exchanges it with their partadoshi. The teacher writes the sequence of numbers by subtracting the original option on the screen, and the students say that the partadoshi was right or wrong. In addition, the following games can also be used, adapting them to the themes of the native language and reading literacy textbook:

Method “you are a teacher”

In this case, half of the students who sit at the desk before the teacher gives any information keep their ears closed. The rest are given the need to listen carefully to the information and remember it and explain it to the partner. Through it, the reader will be interested in remembering and delivering more information. And by explaining to his comrade, the degree to which the reader expresses his opinion and the ability to explain is formed. Memory is strengthened by recalling what is remembered and thinking expands.

Method “rich reader”

This game will be introduced at the beginning of the lesson. In this case, students will answer questions during the lesson, their participation in the lesson will be calculated in the amount of money, that is, for one correct answer, a thousand rubles will be written in the name of the student. The teacher notes this, and at the end of the lesson, the student who collected the most amount of money is declared a "rich student". Here it is explained by the teacher that being rich is not material, but spiritual wealth, a student rich in knowledge, that each acquired knowledge is kata wealth.

Method "we are comrades"

This game is designed to be used in repeating sections or chapters, and also helps to get readers in groups. In this case, words and topics related to several topics are given to readers on postcards, and readers who have received a certain topic as well as words related to the same topic form a group.

Method "I realized"

Before starting a new topic in this game, the teacher asks students for terms, concepts related to this topic. The reader in most cases hardly knows the information of a new topic or gives some ideas in an abstract case, but not completely. In this case, the teacher emphasizes that students carefully listen to the topic and master the game "I realized" at the end of the lesson. After that, a new topic is passed, and after completing the tasks and exercises, the game "I realized" is held, that is, at the beginning of the lesson, the students in question are stagnated, and those questions are repeated. The reader will continue to say that I have reached the answer in response.

Grade 3 mother tongue and reading literacy Part 1 textbook task 9, given on page 117, students must write in a notebook. To do this, it is first necessary for the teacher to explain their application, giving the students information about the additions.

After that, the teacher will play the game "Who am I". To do this, the screen shows a picture of two baskets that make a word for one and the other will need to insert additions that link the word to the word. The teacher gives distributions to each student. The reader will tell which additional, written in the distribution, will be placed in a basket, that is, he will find who he is. The teacher puts that attachment in the basket told by the student, whichever supplement the student has. If it's right muscles are shot on the screen, if it's wrong, the screen will say " " Who Am I? the word " turns.



Word-making Word-binding

In the textbook of the native language of the 4th grade, a separate section is allocated for word categories, and after each word category is passed, we usually take the subject not necessarily. It is possible to play the game “run from the same”, which is presented below at the time of such an attempt. In this adjective that we take on the example of a word series, each reader will have to write adjectives that start with the letters of his name. If we say that we write adjectives that start from the letters of the same word by giving one word, it is observed that the vocabulary of many remains the same, even if the students move or do not move from one. And such uniformity is little observed when readers write in their name. When the teacher gives the assignment, it will be necessary for everyone to set a single amount in order to ensure that the assignment is justified, since the name is different, for example, to 5 letters at the beginning of the name. If 3 or 4 letters of the first name are found in the class, they can write adjectives in 5 letters of their last name.

Yellow, Agile, Humble,

Cow, Dweller, White,

Alive, Fluent, Kind,

Thin, Medium, Strong-Willed,

Compassionate, Generous, Fuzzy.

Expanding thinking and forming mental education in students creates a great foundation for the maturation of passionate and selfless people who become mature specialists in some field of Independent Thought and research in shaping the personality of a student. To do this, we believe that it is necessary for the teacher to use different methods and tools in the tutorialsthat make the lesson interesting and productive.

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