

## METHODS OF WORKING ON PRONOUNS IN PRIMARY CLASSES

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**Annotation:** this article describes the method, ideas and views of teaching pronouns to elementary school students. This article is relevant in that it reflects practical application guidelines along with providing theoretical information about methods and didactic games.

**Keywords:** experience, pronouns, personal pronouns, game activity, didactics, method, conscious understanding, practical knowledge, spelling, written speech, oral speech.

Unlike other independent word groups, the pronoun word group, which ranks among the independent word groups in linguistics as empty words, does not learn all its groups and simple features in primary grades. In elementary grades, only pronouns belonging to the group of personal pronouns of the pronoun word group are studied. The process of commenting on the concept of pronouns begins in the fourth stage of elementary grades, during this period, the first concepts of pronouns are formed, the acceptance of agreement suffixes from its characteristics, the changes that occur during the acceptance of these suffixes, their students' knowledge, skills and abilities about spelling are formed. In forming an understanding of personal pronouns, students are used to understand one of their main features, that is, they do not name an object, but instead serve to indicate this object. In elementary grades, not all the features of the pronoun word group are discussed separately, for example, that it can be used interchangeably with words belonging to the noun word group. attention is drawn. The main reason for this, as mentioned above, is that only personal pronouns are studied in elementary grades, and personal pronouns such as I and you cannot be used interchangeably with nouns. We can prove these points with the following examples:

I'm running. Mehriniso is used instead of personal pronouns in sentences like you are reading. You cannot say that you are studying Jahangir. But there is an exception in linguistics, which belongs to the third person personal pronouns. That is, third-person personal pronouns can be used interchangeably with nouns. Diyora is writing - He is writing. The pedagogue should pay special attention to this situation when forming this information about pronouns for primary classes. In the conscious formation of students' knowledge, skills, and abilities about pronouns, it is recommended that they get close help from the words related to pronouns that they read in everyday life, radio, television, and books. Scientific experience and evidence show that only one stage or period cannot be used in the formation of knowledge about each topic and concept. They are distributed based on the learning program of the students. So, it is clear from this that the process of learning pronouns is also a complex process, and the knowledge, skills, and abilities acquired by primary school students are divided as follows:

How (who?) interrogative of personal pronouns;

What pronouns belong to the group of personal pronouns (I, you, he, we, you, they);

Some features of these pronouns as a word group;

The above-mentioned pronouns can represent three persons in singular and plural forms;

About the adoption of agreement categories of personal pronouns and the phonetic (in the case of no term) changes that occur in this process understanding is given;

A change in the root structure (the loss of one letter n) occurs when adding the suffixes "I", "you", "I" to the pronouns, "place-tense" and "departure" to the personal pronoun. the changes that occur when the suffixes of the agreement are added (u+da=unda, bunda , the event of increasing one letter n);

And last but not least, knowledge, skills and abilities such as being able to correctly use the words of the pronoun family acquired in this process in oral and written speech, forming connected sentences by using them will be done.

The use of small texts for the formation of conscious concepts in students has a positive effect when teaching students the use of pronouns (only personal pronouns) with their agreement forms.

I memorized a poem called "Words That Become Poems".

What poem did you read?

He read the poem "Swallow".

In the process of commenting on the pronouns in these sentences, the teacher uses the conversation method. That is, based on the following questions:

First of all, the students are asked to identify the words related to the noun group in the sentences.

After a short question and answer about the poem, the sentences are analyzed. Who? the words that will be the answer to the question are determined. Who are the words related to pronouns such as I, you, he? there will be an answer to the question. At the discretion of the teacher, he writes them in a superior form. Pronouns belonging to the group of remaining personal pronouns are analyzed in the same way. In this process, a short and simple conclusion is drawn. Who are the personal pronouns I, you, he? is an answer to a question and indicates a person. We, you, they will be in the same form.

I, you, he are considered independent word groups and belong to this word group noun is a pronoun. The pronoun I represents the first person, the pronoun you represents the second person, and the pronoun he represents the third person. In this process, the pronouns we, you, and they are also explained and compared with each other using the method of comparison. Special emphasis is placed on the main syntactic function of the pronoun group in the sentence (to become a possessor).

One of the important processes in the study of the word group of pronouns is the phenomena that occur in the acceptance of the agreement categories of personal pronouns. In order to consciously form students' knowledge, skills and competences about the change of personal pronouns by accepting the agreement forms, basic information about agreements is used in parallel with the topic. For example, each student is presented with a list in the form of a small table, reminding him of what groups and suffixes there are. True, if we look at the requirements of the educational program, the student should know and understand information about agreements before this process. But it is necessary to use this method so that it is repeated in their minds. Based on the interview method, in parallel with this process, the acquired knowledge about the agreement is repeated again.

The knowledge about the acceptance of the agreement categories of personal pronouns and their phonetic changes is reinforced by exercises and various interactive methods. One of the deficiencies in basic oral speech is correction of the pronouns I, you, and the pronunciation of the number.

Didactic games and interactive methods for teaching pronouns

"Replace" interactive method. With the help of this simple activity, it is possible to strengthen the knowledge of pronouns among elementary school students. In this process, students are presented with

a list of noun phrases. The task required of them is to replace them with suitable pronouns. This training is in the mother tongue suitable for learning basic pronouns (personal) with primary classes.

When we observed the educational system of a number of foreign countries where the quality of education is rapidly developing, in particular, Finland, Singapore and America, based on different scientific views, we realized how important the role of didactic games is in the lesson process, and the following didactic game was used in the process of learning pronouns we made sure that he would help the teacher closely.

Didactic game "Magnetic tape". This game is tested in a visual activity when the student understands that pronouns take the place of nouns in a sentence, that is, they are used interchangeably. One of the main tools you will need for this is some magnetic tapes (this is not very important, the teacher can change according to his ability) and a few sentences. The teacher writes a few sentences on the paper. For example, Umida went to the library. On the magnetic tape, instead of the word Hope, sentences such as "He went to the library" and "I went to the library" are written on the other. Then in the class, volunteer students are brought to the blackboard, they are invited to read the sentence aloud and choose the sentence with the correct pronoun. This activity shows that pronouns are just substitutes for nouns.

## CONCLUSION

Currently, the rapidly developing educational process should enrich the child with knowledge and methods of mental activity, form cognitive interests and abilities. In the educational process, the knowledge provided by didactic games in an interesting form is absorbed by children faster, stronger and easier than those related to long "spiritless" exercises. A simple and obvious idea for everyone, but as often happens, it's easy to say but hard to do. that is why the problem of children's games is one of the most urgent problems of pedagogy. In this regard, game forms of education and training, in particular, didactic games, have become crucial. Young children who have just passed the kindergarten age and are somewhat distant from play activities are very active, mobile, and prone to strong excitement. They willingly accept any new game and participate in it with enthusiasm. They are usually quick to achieve the goal of the game and tend to take active roles. There are such children, most of them are shy and cautious. Usually they do not fully understand the purpose of the game and do not want to move to a new activity. At first, they cling without interest, and later watch the movements of other children. But they gradually learn from this situation, adapt and become enterprising. Therefore, by simply organizing game activities in the educational process, it is not only interesting to him in the lesson process, but also high level of knowledge is achieved by spending less effort.

Modern interactive methods are a useful tool for achieving high results without spending a lot of effort. According to foreign experiences and studies, one of the modern interactive methods that provide a positive indicator for teaching vocabulary is the use of pictures. It is very simple and easy at first glance. Of course, the pedagogue will not have a big problem in organizing this process. The name is really simple, but the result is very high. Through this method, students form their knowledge, skills and abilities on the basis of conscious, practical knowledge.

In conclusion, it can be said that technical tools, didactic games and modern interactive methods, which have closely served the development of science, are a strong pillar of the foundation of education and an important tool for achieving a positive result. In parallel with knowledge, skills and qualifications creativity, creative thinking is formed, the range of students' imagination expands.

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