

METHODS OF TEACHING GRAMMATICAL ANALYSIS TO STUDENTS IN MOTHER TONGUE AND READING LITERACY CLASSES

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Annotation: this article is based on increasing the attention of Primary School students to their native language and reading literacy to further interest them, to revitalize their speech., Mother tongue and reading literacy “are taught to pronounce speech sounds correctly, to describe various events in their speech.

Keywords: Linguodidactics, reading, grammar, speech, word categories, word, sentence speech manifestations educational content.

Linguodidactics means Language Teaching. The language has become rich with the passage of a long period, changing in accordance with one's needs. Along with Kishi's raraqiy of language, his perfectionism allowed Kham kishi to improve his knowledge experience as well as pass on to the ancestral generation. As a result, science, culture, technology arose and developed, that is, the Society of man.

Language progress is understood as an increase in vocabulary wealth, the convenience of the rule of internal law.

The tale "the old Potter and The Apprentice" in the 2 class textbook. The teacher reads the fairy tale expressively from the textbook. The reader listens. A dictionary work is carried out on unfamiliar words encountered in the text.

For example: Moose - Gray old man with a hairdryer

Potter is a Hunarmand who makes clay pottery. From Miri to Siri-a detailed Dastmaya to May chuyda-a small amount of money. More-with the whole detail, without leaving Hech.

In other fairy tales, stories, work is also carried out on the dictionary. The methodology of teaching the native language also relies on the data of psychology and pedagogy. In elementary grades, the native language is also associated with didactics in teaching literacy classes, that is, with the general theory of knowledge. The methodology is based on the laws, rules and principles established by didactics.

Knowledge of lexicology is essential for the proper organization of vocabulary work (a variety of exercises on meaning and contradictory meaning words, multi-meaning words, work on their meaning points)at school.

For example: when working on the text "map" in a 4th grade reading book, A Dictionary of words and phrases can be as follows. Let your mouth open-he will be surprised.

It is better to start teaching readers to write their opinion independently, to tell the story of the read text as early as possible. To do this, students are taught to write a sentence from writing separate words used when narrating the text verbally, then writing parts of the text, and from the second grade to writing a statement based on a specially selected small text.

A statement is a written retelling of the contents of a readable sample text after a certain preparation. In reading lessons, working on the text, answering questions about the text read, drawing up a plan and oral retelling based on the plan prepare children to write a statement.

The types of statement writing are hilma-Hild. It is possible to write a statement from the surface of any retold text, but writing a statement is a difficult and complex activity compared to retelling. In addition, the pace of writing of Primary School students is slow, accordingly, a small-scale composition for the statement is simple, a suitable text is selected even from the language side.

The text of the statement is gradually complicated. If a text representing a narrative-style plate is first selected, image elements of a number of other plates are introduced into it, the number of participants is gained, discussion elements are added; later, changing identity and moving on to writing a statement.

Thus, the statement gradually becomes creative. According to the native language program of primary classes, it is envisaged to write a statement on the basis of interrogations with the help of a teacher on the surface of a text that is not large in the 2nd grade (30-40 words).

As an exercise, the statement is of great importance: the statement contributes to the correct formation of literary speech in readers, improves the culture of speech, instills an artistic style, increases sensitivity to language. For the statement, it is necessary to choose a highly ideological text, in which the achievements of people in selfless work, life, image of Mother Nature, Science, Technology, Culture are reflected, the topic of the statement will expand the students' experience of cognition, form their worldview. In retelling and statement, it is necessary that the natural speech of the reader is heard, that is, he cannot memorize the given text without understanding it, he can use speech units, syntactic unity. Language tools are mastered during text reading, conversation, text analysis; words and speech units in the text remain "their own". In retelling, this or that sentence in the sample is tried to be remembered by the child. Makes sentences to give the acquired content more complete and clear. With this, the level of independent thinking and cognitive activity of the student grows. Creative elements will go along. In retelling, it is necessary that the consistency of the sample, the preservation of dependence is given basic facts-especially when retelling a scientific text, all important places are fully stated. From time to time, it is also possible to re-narrate text previously heard, read by a teacher or recorded from a radio TV, using retelling after a student has read once in a voice or in an experiment. This makes it possible to carry out work in different styles and animates it. When writing a statement, readers are tested on how much they understand the content of the text, creatively and independently express their thoughts and concepts, written speech skills and literacy

In the 2nd grade, students are required to be able to make sentences according to meaningful pictures, to have the skills and qualifications to compose a story (essay) based on children's games, impressions under the guidance of a teacher, and to fully answer and write questions asked about Serial Pictures and a meaningful picture.

The main way to teach essay writing in this class is to fully answer questions and write an answer. This work is carried out in the following consistency: the reader is taught to draw up an oral story from the picture, and then proceed to a written statement of his thoughts. Teaching 2nd grade students to write essays is a very responsible job. The teacher should well teach the procedure for writing an essay – to put the title correctly, to accustom the answer to the questions posed to writing without spelling mistakes, observing the rules of the husnykhat.

In Year 2, students learn to write an essay based on a serial and meaningful picture. In order for the essay to be successful, it will be necessary to carry out work in the following consistency close observation of the picture;

determining what is depicted on the front, middle and rear parts of the picture;

description of the location of the accident;

naming participants;

describing the behavior of participants;

inference

Of course, this work is not done at once. It is completed and improved as it moves from class to class.

In Grade 2, a beautiful writing qualification is much more difficult and deeply taught than in Grade 1. This is due to the fact that the knowledge and qualifications of students from beautiful writing in the 1st grade are much more forgotten during the summer holidays. At the same time, from the first day of study, they use a native language textbook. This textbook does not provide any instructions for the formation of a Hussite qualification.

In the 2nd grade, Hussite exercises are carried out, depending on the complexity of writing certain letters, letter combinations, group of letters, in order to develop the movement of the hand muscles and squint. Students practice non-letter words, sentences, transcribing, and audible writing.

In recent years, special attention is paid to the literacy of each person in the Republic of Uzbekistan. During the period of teaching, the goals and objectives of teaching are set out in the curriculum, which is a state document of the knowledge, skills and qualifications that students acquire in the education of the mother tongue in the primary class, the requirements for them.

The literacy of children who come to the 1st grade according to the program begins with elementary reading and teaching to write. They occupy literary language norms such as reading urine and literate writing throughout the primary class. In the Savod teaching program, the process of teaching savod is divided into two periods: the preparatory period up to the alphabet and the alphabetic period. Based on the textbook "Alphabet", literacy classes should teach students to read Elementary for 4 months, and writing classes should be taught to write.

Mother tongue and reading literacy classes taught in elementary grades are a component of literary studies. To the content of classes held in the reading and speech Cultivation Department of programs; to teach students to read correctly, fluently, expressively with a certain level of speed; knowledge, skill skills of students are expanded, formed and strengthened by enriching such knowledge as heroism, courage, absorption of the ideas of national independence in the labor of the motherland of the child,

The subject of mother tongue and reading literacy is instrumental in increasing the oral and written literacy of Primary School students. Classes taught in primary classes occupy a special place in the taflim system according to their essence, goals and objectives. The foundations of literacy and moral and educational education stand on their land. Therefore, special attention should be paid to increasing the interest of students in elementary education classes. Because children should not get tired of the Holy Word "lesson" from the elementary grades.

Reading literacy is the ability to perceive and practice the forms of Written Language required by society and valued by man. The main focus is on the manifestation of abilities acquired from the manifestation of understanding. It is important to educate the student in elementary school lessons using the masterpieces of the unique work created by our ancestors and to teach the rules of etiquette.

In elementary grades, the mother tongue and the reading lesson stand out. Through mother tongue and reading lessons, the reader's basket comes out. He learns to write and read.

As in other subjects, taking lessons using information technology in mother tongue and reading lessons can improve the quality of education and your learner will help you grow their interest in the lesson.

Therefore, we can say that taking a lesson based on the use of Information Technology in the native language and other lessons is a period requirement. The use of multimedia in mother tongue and reading lessons has both educational and educational value in improving educational efficiency. For example, the diversity of information: text, plaque, decoration, speech, music, the use of excerpts from videos, telekads, animations is achieved. It instills a creative attitude in students in learning, and this is self-confidence in students forms the; develops the thinking of the students; allows for self-presentation; the reader will be mentally prepared to express new thoughts on the subject and assimilate into himself. From these aspects, it can be said that a modern teacher is happening in the educational system of the whole world

For analysis, statements can be given that differ in purpose and structure of the expression. Clarifying that the sentence is simple or compound sentences according to the structure of awalo, that the sentence is a narrow, interrogative, command sentence according to the purpose of the expression tastes the correct conduct of a complete syntactic analysis. For example, if a given sentence is a compound sentence, then two or more cross-sections boiadi (an organized section does not fall into it), there are often two possessors, the connectives and the tone boMadi, which served to connect simple sentences (simple sentence parts; if a given statement is a simple statement, there is only one thought Center bofadi, the section is also the same (except for the Union Section), etc.

If the sentence given for analysis is command or interrogative sentences according to the purpose of the expression, as well as a poetic passage, in which the order of the sentence fragments may have changed, it is also possible that the two-degree fragments (especially the complement and the determinant) are rhymed without a mark, there will also be peculiarities when applying punctuation marks. he must always be aware of the changes and be able to master them and apply them throughout his career.

Syntactic analysis is a component of grammatical analysis. Part of the grammatical analysis-the method of conducting morphological analysis was shown above. Both methods of analysis connect with each other, one fills the other, determines. Because grammar includes morphology and syntax. While morphology studies the structure of a word, the rules of change in speech, the categorization of words, syntax studies the ways of conjugation in vocabulary and in a sentence, the structure of a sentence, types, the fragmentation of a sentence. It seems that morphology and syntax, which are equal, independent parts of grammar, one is inextricably linked with the other.

Syntactic analysis is conducted on word combinations, sentence and sentence fragments. Since the use of punctuation is related to sentence construction, syntactic analysis also shows the functions of punctuation

When combining grammatical units into grammatical categories, the generalized meaning inherent in this category serves as the basis. This generalized meaning inherent in the category is repeated in every grameme United into this category. Together with this, each grameme within the category also has a different meaning than the other. These meanings serve as the basis for the interrelationship of the elements of the category. So, there is a type-gender relationship between the meaning of the category and the meaning of the grammema in the category.

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