

METHODOLOGY FOR IMPROVING THE GRAMMATICAL COMPETENCIES OF PRIMARY CLASS STUDENTS (USAGE OF THE UZBEKI LANGUAGE AS AN EXAMPLE)

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Abstract: *this article contains methods that serve to increase the activity of elementary school students in class, to educate them to be intelligent and perceptive, to increase their grammatical literacy, and to form their grammatical competence.*

Key words: *competence, competence, basic competence, special competence, creativity.*

INTRODUCTION

The President of our country, Sh.M. Mirziyoyev, said, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, and become happy." The quality and effective organization of education, especially the education of students from primary grades as independent thinkers, with high intellectual and spiritual potential, is one of the urgent issues of today. The ability of our young people to think independently and freely depends on the education they receive at school. "The independent activity of students is formed by the process of doing independent work during the educational process. Independent work helps free-flowing students to work on themselves, to be alert and responsive. For this, it is necessary to mentally prepare the student, to convince him that he can do the intended work. In this case, responsibility is also assigned to the guardian of the child. It should recommend well-thought-out, targeted and sustained exercise. At this point, we would like to draw your attention to the issue of organizing students' independent work in primary Uzbek language classes. In primary education, it is necessary for the teacher to take into account the student's ability, age, and interests. One of the conditions for the mental development of boys and girls is to completely "remember" tasks. Special attention is paid to defining the plan and choosing the work method, being able to independently find the mistakes made and correct them, while understanding (imagining) the purpose of the work to be performed. It is appropriate to choose convenient methods, ask guiding questions, and recommend key words so that students can complete tasks quickly and correctly."

THE MAIN PART

Today, the organization of education based on the competence approach, the formation and regular development of the competences of teachers and students are among the urgent issues of pedagogy. Competence is a pre-set social requirement for educational preparation of students for effective activity in a certain field. Competence is multifaceted and has several interpretations. Competency refers to the acquisition of appropriate competencies by the learner. Competence includes the personal qualities of the student and the minimum level of knowledge, skills, skills and practical experience accumulated by the activity in the given field. Special competencies and basic competencies are mutually different. Basic competencies are a model of the student's life and social activity in the future. When students acquire certain knowledge, skills, qualifications and experience,

they can apply the acquired competences through their activities. Basic competencies are considered necessary for the future social activity of the student. Competencies mastered within the framework of a special educational subject mainly ensure the effectiveness of educational and professional activities in the future. Competencies are formed based on the lifestyle, cultural, spiritual life and traditions of the people of each country. Competences formed in students are creative, i.e. creative, and encourage them to be active regularly. Such competencies include communicative, working with information, self-development, social-emotional and civic. Special attention should be paid to students' experience of using competencies.

Below we present examples of interactive methods that serve to improve the grammatical competence of elementary school students and organize Uzbek language lessons at a high level:

- "Happy sticks" method;
- "In the imagination of my pencils" method;
- "Find your place" method;
- "Gulzor" method;
- "We are small, you are big" method;
- "Young translators" method;
- "Word magic" method;
- "Happy columns" method.
- "Wheel of Mind" method
- "In the imagination of my pencils" method

This method serves to connect the science of the Uzbek language with the science of visual arts. This method is appropriate if it is used in the form of homework. For example, students of the 4th grade get acquainted with the topic "Seasons and weather". Pupils are divided into 4 groups and given the task of drawing the shape of the seasons. Then the students will have to interpret and explain the pictures. In this, the students choose a title for the picture and compose an oral text.

The expected result when using the "In the imagination of my pencils" method:

- students, first of all, develop creative skills;
- learns to interpret the picture they have drawn by composing an oral text;
- learns to choose a title by expressing an image, develops oral speech, and increases the ability to think independently;

"Gulzor" method

METHODS

This method serves to increase students' spelling literacy. Elementary school students of schools where education is conducted in Russian and sister languages x and h, u and o', d and t, b and p, v and Some mistakes are made in the spelling of words involving the letters f, they replace them. In order to avoid these mistakes, teachers of the Uzbek language must increase the vocabulary and spelling literacy of students.

For example, let's take the letters x or h. The teacher draws the parts of the flowers in a separate form in advance. Students will be read examples of words with the above letters and they will have to correctly find the missing letters in these words. (for example, .urmo, .at, .oroz, .andalak, .akka, .alima) For each correct answer, the teacher sticks a part of the flower on the board. If the students find all the words correctly, a flower garden is formed.

Expected result when using the "Gulzor" method:

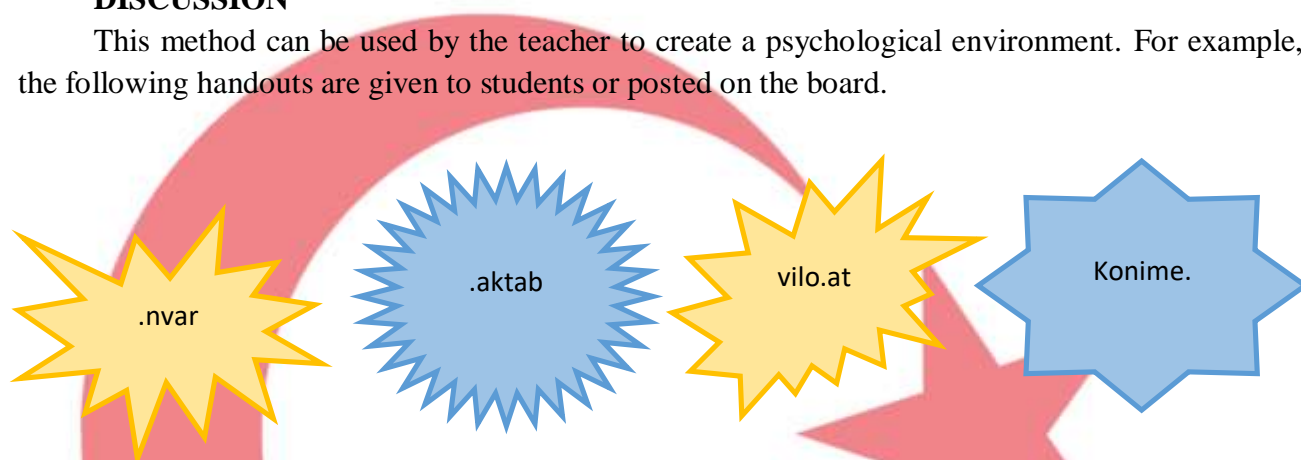
- students develop spelling literacy skills;
- teaches them to think logically;
- strengthens memory;
- gives students an aesthetic spirit;
- their interest in Uzbek language will increase;

"We are small, you are big" method

This method serves to increase students' spelling literacy. Elementary school students in schools where education is conducted in Russian and related languages make some mistakes when writing the spelling of capital or small letters. In order to avoid these mistakes, it is necessary for Uzbek language teachers to increase students' vocabulary and spelling literacy.

DISCUSSION

This method can be used by the teacher to create a psychological environment. For example, the following handouts are given to students or posted on the board.



Students must correctly guess whether the omitted letters in the words are upper or lower case. Expected result when using the "We are small, you are big" method:

- students develop spelling literacy skills;
- teaches them to think logically;
- strengthens memory;
- students' level of verbal thinking increases;
- their interest in the subject of the Uzbek language will increase;
- "Young translators" method

This method serves to increase students' vocabulary and forms interlinguistic integration. This method can be used in the process of reinforcing a new topic or repeating the previous material. Of course, dictionaries are used in Uzbek language classes.

For example, we can use this method when we are going through the topic "Colors". When the students are divided into groups, the teacher tells the children the names of the colors. If the teacher says in Uzbek, the students say the translation in Russian and English. If he says it in Russian or another language, students say the translation in Uzbek and English. The game continues in this way.

The expected result of applying the "Young translators" method:

- serves to increase students' vocabulary, forms interlinguistic integration;
- teaches them resourcefulness and agility;
- every student's participation is ensured;

"Happy columns" method

This method can be used to reinforce a new topic or for repetition and reinforcement at the end of the quarter and year. This method serves to increase students' vocabulary and grammatical literacy.

For example, you can use this method to find the author of the poems studied in the textbook or to repeat the grammatical topics.

Find the author of the poem column

My country is Polat Momin

My school is Ilyas Muslim

The song of our class is Polat Mo'min

I made a promise, Narimon Orifjonov

Define questions column

Who is the horse? what? where?

How is the quality? what kind

What is the number? how much

What did the verb do? what is he doing

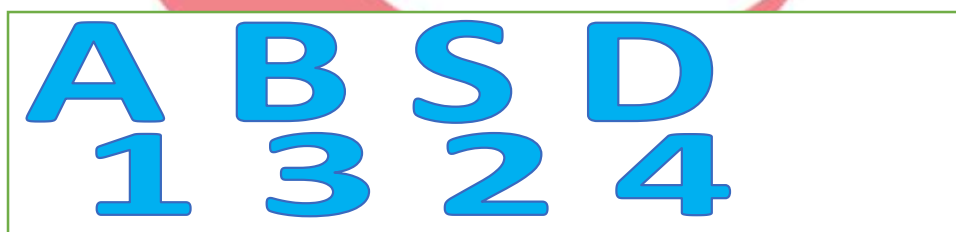
Expected result when using the "Happy Columns" method:

- participation of every student is ensured;
- educates them to be intelligent and perceptive;
- it is effective in asking about the topic covered, checking homework;
- students enrich their knowledge, skills and abilities, gain initiative;
- increases student activity;

"Wheel of Mind" method

This method can be used to reinforce a new topic or for repetition and reinforcement at the end of the quarter and year. This method serves to increase students' vocabulary and grammatical literacy. It increases the students' level of verbal thinking and teaches them agility.

When using this method, the students are read the tests, and they mark the correct answers of the test on the answer sheets distributed to them in advance. That is, only the following handout will be distributed to them, and they will only write the test number under the correct answer.



- participation of every student is ensured;
- educates them to be intelligent and perceptive;
- it is effective in asking about the topic covered, checking homework;
- students enrich their knowledge, skills and abilities, gain initiative;
- increases student activity;

SUMMARY

The above-recommended methods serve to increase the activity of elementary school students in class, to educate them to be intelligent and perceptive, to increase their grammatical literacy, and to form their grammatical competence. Therefore, the formation of Uzbek language competences in

elementary school students is the demand of the times. Together with improving the literacy of the students in the subject of the mother tongue, they will develop their knowledge of the subject and help the young people, who are the future of our country, to have high potential.

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