

METHODOLOGY FOR TEACHING SECOND-LEVEL PIECES IN ELEMENTARY GRADES

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Annotation

This article provides feedback on the methodology and methods of teaching second-level sections in beginner classes, and works with conclusions and recommendations accordingly

Keywords: secondary storks, organized fragments, interactive methods, lexical meaning of a word, syntactic meaning of a word.

Introduction. President of the Republic Shavkat Mirziyoyev's speech at the first session of the Supreme Council of Uzbekistan of the 12th convocation on the topic "the path chosen by the will of the People" states that "first of all, human needs and demands, physical and spiritual rise must be at the center of the future national-state and socio-economic policy in the Republic". The issue of radical reform of the educational system was put on the agenda. In this regard, the law "on Education", "National Training Program", on the basis of which the "state educational standard of general secondary education" was created. The law "on education" states that "the implementation of state educational standards is mandatory for all educational institutions of the Republic of Uzbekistan." In particular, in his work "high spirituality – invincible power", "we have declared perfect human education a priority area of Public Policy. By Perfect Man, we first understand people with a high consciousness, who can think independently, who are educated, enlightened." In the upbringing of a perfect person, having his own musrafil opinion is one of the prerequisites. To be able to think independently, it is necessary to observe those who read a lot, draw certain conclusions.

One of the important tasks of native language lessons in elementary grades is the formation of the skill of conscious use of speech in the expression of thought. Since morphology and lexicon, phonetics and orthography are mastered on the basis of syntax, work on a sentence takes a central place in the study of language. The sentence is the basic unit of speech, and elementary students learn the role of the noun, adjective, number, pronoun, verb and their important categories in our language on the basis of the sentence. Students occupy the mother tongue lexicon on the basis of the mother tongue lexicon. The lexical meaning of a word and the features of unung application

are known in a word combination or sentence. The word becomes unambiguous in the sentence (it can represent several meanings outside the sentence).

Methodist alma T.G.Ramzayeva conditionally divides work on a sentence in elementary grades into five directions:

- Formation of a grammatical concept of a sentence (teaching important signs of a sentence, which is a unit of language).
- Teaching the construction of a sentence (work on the connection of words in a vocabulary, work on the grammatical basis of a sentence, the characteristics of the head and second-order fragments, and on Arc and cry sentences).
- Formation of the skill of using types of speech in the speech of students according to the purpose of expression and lime.
- Cultivate the skill of using words clearly in a sentence.
- Formation of the skill of writing a sentence correctly in written speech (starting it with a capital letter, putting punctuation marks).

These five directions of work interact with each other, and each of them is discussed independently, only if it is advisable to study certain aspects of the sentence. The formation of the skill of learning a sentence and its use in speech is based on the constant expansion and enrichment of the students ' specific knowledge. Whatever news the reader knows, then the need to report this news arises. He is looking for a more convenient form to express his opinion. Hence, from the demand for communication comes the need for a more perfect possession of the sentence. The topic of " Gap " is studied in all classes. Knowledge of the signs of a sentence is deepened. Students move from the imagination to the study of the head and second –order fragments of a sentence, the connection of words in a sentence, the organized fragments of a sentence-the unit of speech in which thought expresses.

The initial stage of working on the sentence corresponds to the period of teaching the basket. During this period, readers are introduced to the essential features of the sentence (the expression of the fekr, the utterance with the completed tone). Without knowing these features of a sentence, it is impossible to make a sentence out of words. If students fail to distinguish the headbands of a sentence, they are unaware that the sentence is a holistic unit of speech. The cross section with Ega forms the basis of the construction and content of the sentence. That is why it is better to make observations on the headbands of the sentence during the period of teaching savod.

With the observation of the headbands of a sentence, students learn to express their thoughts clearly, in which the skill of separating a sentence from speech is formed. Depending on the norm of learning a sentence, the perception of its components, in particular, vocabulary, is determined. Although the syntactic material studied in elementary grades is scarce, it is produced over the sentence throughout the school year, instilled in other subjects.

According to the program, in the 1st grade, students are given elementary concepts about the sentence. Practical information is given about the finished expression of an opinion, the formation of a sentence from words, the imposition of certain punctuation marks on its end. In the 2nd grade, however, students receive theoretical insights into the sentence. They learn to distinguish from a sentence a word that expresses who or what is said about it and what is said about it. In fact, work on the grammatical basis of the sentence begins with this, and this becomes a prelude to the study of the head fragments.

Grade 3 is a new stage in working on a sentence. Students move from the practical study of the sentence to the study of the sentence as a concept. They will know the important signs of the sentence. At this stage, the definitions of head and ikkinci degree slices, the terms *ega* and cross section are introduced. In this class, great attention is paid to the connection of words in a sentence. Readers distinguish between the base of the sentence (the possessive and the participle), distinguish between the second-order clauses, and learn the two words in the sentence (the possessive and the subordinate clause), the connection of words grammatically, that is, through suffixes.

In Grade 4, knowledge of sentence fragments is expanded with the study of the univallate fragments of the sentence. Thus, growing the perception of sentence fragments in students is an ethicist in sentence acquisition. First, elementary students are killed when they divide the gap boys into two groups (head and second level pieces). In these classes, secondary children are not classified into species. To master the sentence, the essence of the head and two-th degree clauses is revealed: the head clauses form the grammatical basis of the clause, the thought is expressed primarily through the grammatical basis of the clause; while the second degree clauses serve as the clarification and complement of the head clauses. To reveal the essence of the second-order comma, the readers analyze the sentence and determine which sentence they link to and interpret. The properties of second-order boalks are evident in the process of sentence spread (turning a final sentence into a broad sentence). For example, readers write the sentence "Swallows flew in". Where is the sentence for the full expression of the thought? And when? The answer to his interrogations requires the laying of divisive words. Students complete this task to make sure which sentence piece (second-order piece) expresses the idea more clearly.

It is important to form in students the skill of determining the connection of words in a sentence syntactic and colloquial cognate, among the alar. The vocabulary is distinguished as part of the sentence, and in the initial-internal classes its important signs are perceived. The term "vocabulary" is not included in textbooks, the definition is not given. But it is necessary for younger readers to have a practical knowledge of its following important signs: the vocabulary will be two parts, which are linked by grammar and content. For example, the sentence "the peoples of the world fight for peace" has two words:

- 1) peoples of the world;
- 2) they fight for peace.

In vocabulary, a governor is subject to a second word to a word. The governor is interrogated from word to word, the subordinate word is the word that answered the question. Maslan, (how?) gifted students became members of the circle. The possessive and participle form the sentence, not the vocabulary. The skill of separating vocabulary in a sentence is formed over a long period of training. To do this, a system of exercises is used, aimed at understanding the subordination of one word from the reader's vocabulary to another word:

Spread the sentences. To do this, it is determined which part of the sentence requires spreading. For example, for the analysis of the sentence " trees bloom", the given owner and the cross-section (the basis of the sentence) are distinguished.

- what word to add to a sentence to say when trees bloom?
- When does it bloom? (blooms in spring)
- What part of the sentence will this word be. (secondary branch).
- Which part of the sentence does it connect to, that is, it is to be related? (binds to cross section).
- add one more word to the sentence that explains the owner. What sentence was formed? (Fruit trees bloom in spring) the words are mixed to reconstruct the given sentence. First, the bases of the sentence (the possessive and the participle) are restored (determined), and then, with the help of interrogatives, second-order fragments (vocabulary items) are "found", restored. For example, in the car, pick, picker, cotton.
- Who is it said about? (about the picker, who?- picker)
- What is said about him? (Dial. Picker picks-head pieces).
- Find a vocabulary using interrogatives. What does it dial? (Picks cotton), what? Dials (dials in the car). Then a convenient word order is determined in the sentence (The picker picks the cotton in the car). The sentence is worked on the tone. Separation of sentences from continuous (without punctuation) text. In order for this type of exercise to be conscious, it is necessary to separate the head fragments and vocabulary of each sentence. Analyze the sentence and draw a drawing. When a sentence is analyzed, its basis is first separated, then a second-order fragment interpreting the owner, a second-order fragment interpreting the section, a second-order fragment interpreting another second-order fragment. Thus, gradually the vocabulary is determined. Drawing up a sentence based on a drawing or interrogations given by the teacher: who? what? what did he do? (The child picked apples). There are two types of work on vocabulary: the vocabulary is treated as a component of a sentence within a sentence; The word combination is considered as the spread name of the subject, for example, watchmaker, gold watch, wristwatch, hanging clock, electronic clock-word combinations.

Conclusion. Secondary slices are usually subject to either ownership or cross-section. In some cases, the secondary segments follow each other and are subject to the head segments of the sentence. In some cases, the secondary segments follow each other and are subject to the head segments of the sentence. Sentence-communication is an important means of intervention; it expresses a relatively completed opinion; becomes grammatically formed; is said with a completed tone. But this conclusion, without being given in a ready-made state, is desirable if it is "discovered" by the readers themselves through the analysis of examples.

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