

Methodology of Organizing Mother Language Lessons through Interactive Methods in Primary Classes

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Abstract. This article describes the use of various interactive methods, in particular, the use of the "Project Work" method, in primary-grade mother tongue classes. In addition, there are opinions about the effectiveness of using interactive methods in the educational process.

Keywords: language education, reading, speaking, writing, listening, communicative exercises, interactive, method.

As we know, independent and free-thinking students who are able to evaluate their knowledge, absorb new information, make the necessary decisions, to promote ideas in the educational system in the current period of innovation processes. need

Therefore, the role and importance of modern teaching methods, interactive methods, and innovative technologies in the educational process of educational institutions is incomparable.

In my career, I used various innovative pedagogical technologies and various interactive methods to teach students the subjects of mother tongue and reading literacy. These new interactive methods gave students a great opportunity to work as partners, to develop independent thinking, creative research, and the ability to show initiative. For example, when I used the "My Project" method in reading literacy classes, students quickly applied their talents and theoretical knowledge in practice and tried to express their ideas. This will increase students' self-confidence and expand their imagination of creativity.

How to transfer the "My project" method.

This method is complex, vital, multi-faceted and aimed at repeating the section and chapter.

The essence of the method is that it shows the information of the student's knowledge on various branches of the subjects. Meanwhile, each of them will be discussed in separate elements.

The purpose of the method: to determine students' opinions and attitudes to this topic based on a selected topic, idea, to help them independently come to a common opinion and draw correct conclusions, to create conditions for free performance, to read oral speech to teach, to express one's opinion, to express one's ideas in words.

Application of the method. It can be used in the repetition of sections and chapters of the topics of the mother tongue and reading literacy league, during study outside the classroom and in group activities after class, and methodical training in the form of individual and small groups can be held in a study room or another separate room.

Tools used in the method: A3 format, colored pencils and felt-tip pens, kneaded dough, cut-out shaped flowers and cocoa, shaker powder, colored chocolates for decoration. Colored paper, glue, scissors, 3D-shaped constructor buildings, Mathematical wooden sticks, plasticine, pillow, blanket, toys, toy crib.

Method transfer procedure:

- Before starting the method, the teacher introduces the requirements and rules set in "My Project". He explains to the students what chapter topics will be based on.
- The teacher divides the students into 2 groups, and if there are, for example, 30 students in the class, 10 of them participate in the method. The rest will monitor their work progress. After the first group ends, the 2nd group starts.
- Pupils freely choose creative tasks for themselves and the work process begins.
- The teacher directs each student to his goal, directs them, expresses his reaction to the expressed thoughts, and ends by encouraging the student. The innovative method of "My project" includes the following creative directions.

1. Working with dough

In it, the student makes the heroes and images of the learned topic out of dough and presents them to the children as a dessert.

For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to he chooses fruits or vegetables and makes a shape from the dough, gives it to his classmates as a gift and tells about the entrepreneurship in his imagination.

2. Working in the constructor

In it, the student makes different forms at the same time while describing the topics covered orally and composes a text related to the topic.

For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to He makes a 3D model of a large supermarket to sell fruits or vegetables, and verbally explains how to do business there.

3. Work in plasticine

In it, the student embodies his favorite images related to the topic and gives a description of it.

For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to Fruits or vegetables.

4. Working with a brush

Pupils imagine the natural phenomena of the given topics, draw a picture and explain it.

For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to he draws fruits or vegetables, beautifully pictures them on white paper, imagines a super market and businessmen and describes his imagination. This gives pleasure to the student.

5. Work on colored paper

The student cuts and pastes his idea on the topic from pieces of colored paper, and then explains it.

For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to presents the product by cutting and gluing fruits or vegetables and an entrepreneur of his imagination from colored papers.

6. Working on a mathematical stick

Students will have to show the numbers or years or places of the topics covered with logic sticks or

make and show a geometric figure and explain it. For example, when completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, the student wanted to tell us about the price and number of kilograms of fruits and vegetables, how much profit and loss he will see in his business.

7. Work in "Hospitality".

In this case, the student starts a guest game in pairs in a pre-prepared (pillow, blanket) place at home. One student is the host and one student is the guest, and they come home to sit and play. And they choose one of the discussed topics and tell it to each other over a cup of tea. If it's a poem, they sing it.

For example, while completing the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product" given on page 20 of the 3rd grade Mother Tongue Part II textbook, 1 student is a buyer 2 students and the student, acting as a seller, tells each other the fruits or vegetables they want, how much profit and loss they will see from it, shows and talks about business situations and ideas in their imaginations. They demonstrate the ability to show mutual respect.

The recommendations of "My Project" given above will have a good effect if applied to many other subjects, including the 2nd grade Mother Tongue Part I (2023) 6 topics on 84 pages on the topic "My Neighborhood" If we do the same to the students, it will definitely give the expected result. Also, if the task "Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Show your product" given on page 20 of the 3rd grade Mother Tongue Part II (2023) textbook, is completed through the aforementioned project work. It is effective for very good students. The same task can be seen in exercise 66 on page 51 of the 4th grade Onatili Part II (2023) textbook. What healthy foods do you eat for a healthy diet? Carrying out the task on the basis of project work will greatly contribute to the improvement of students' knowledge and independent thinking.

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