

## **Educational Forms and Tools Aimed at Methodical and Didactic Methods of Developing the Educational Content of the Subject of Literacy in Mother Tongue Teaching in Primary Grades**

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**Abstract:** To create an opportunity to methodically form the educational trajectory, to improve the linguo-pedagogical competences of the future elementary school teachers, to have the opportunity to develop several speech skills during the completion of one educational task, to increase students' interest in science, based on the fact that it is desirable for future elementary school teachers to have a conscious approach to the implementation of their tasks, to follow the didactic sequence in their implementation, to be able to communicate correctly with artificial intelligence in order to find tasks from modern information sources, and to introduce given.

**Keywords:** Trajectory, linguistic and pedagogical competence, didactics, artificial intelligence, innovative media technologies, electronic resources, synonymic relations.

### **Methodology of mother tongue teaching, forms and tools of education in the development of educational content**

Didactic task of future elementary school teachers. In the form of traditional education	<b>Teaching methods. In the form of non-traditional education</b>
In the form of traditional education, creating textbooks on the basis of didactic educational methods that are convenient and practical for creating assignments and working with assignments, and conducting classes based on this; Oral, demonstrative, practical (seminar, laboratory and excursion)	Creating textbooks in the form of non-traditional education, convenient and practical didactic-pedagogical purpose, and conducting classes based on this; Description of the differences between pedagogical technologies and interactive methods. Insert, FSMU, VENN, Cluster, BBB, T-scheme, 6x6x6 ...
Introducing a methodical mechanism for creating independent educational assignments from linguistics for the module-credit system in higher education	Encouraging students to compose 10 complex questions (with answers) of independent study assignments for each subject within the subject
Test the proposals and recommendations developed in higher education based on experience in the content of textbooks, in native language classes and generalize the conclusions.	Quick question-and-answer is conducted on the basis of an interactive game method.

Based on the level of explanation of the textbooks, it is desirable to read and analyze the text in the native language, create tasks and independent educational tasks, and have the following interactions in the textbooks and in the lessons

It can be said that all attention should be paid to the development of speaking skills in order for the methodology of teaching the mother tongue to meet the requirements of the time. Future elementary school teachers should teach their students to develop listening comprehension, reading comprehension, speaking and writing skills. For this, every student should know how to work on the text, learn how to express the same idea in different forms, and most importantly, be able to distinguish between educational tasks and independent tasks, and be able to use them effectively during classes. The current stage of development of higher education content is characterized by global changes. Moving to a competency-based model of developing a future specialist, focusing not on the connection of a set of theoretical knowledge, but on the educational results expressed on the basis of competence. Funds for assessment funds are created for conducting entrance and current control, as well as intermediate certification in accordance with the requirements of the state educational standard for student certification. As a result, the focus of the learning process shifts to the control and evaluation component, which allows systematic monitoring, diagnosis and correction of the learning process.

If we talk about competency assessment, then this is still a problem for us, because the existing assessment system needs to be changed. When creating a competency model for the training of specialists, it is necessary to constantly monitor the achievements of the mother tongue educational content, educational quality, and actively use innovative electronic assessment tools that allow the development of personal qualities and creative features of the student.

Theoretically, professional competence is the result of the development of a special activity, methods of its analysis, the mechanism of its development in the course of specialist education, and the improvement of methodical professionalism in practice. Empirically, professional competence is characterized by an employee's readiness to solve professional tasks of various levels of complexity in the context of professional development and is presented as an ideal model of a professional. In the modern educational space, portfolios, tests, scoring systems, etc., are used as tools for assessing the level of development of students' professional competencies.

Modern assessment tools should determine the content and activity components of preparation for a specialist, which implies the demonstration of competences or their application in a specific situation. As a situational task, we believe that such an assessment tool meets all the above requirements. The first mention of situational tasks as a new promising type of control material is given in the works of V.S.Avanesov. He calls such tasks designed to test the knowledge and skills of subjects in practical, extreme and other situations as situational.

Situational tasks are problematic and aimed at identifying and understanding the method of activity.

When solving a situational problem, teachers and students pursue different goals: - finding a suitable solution for the students;

➤ for the teacher - mastering the way of activity of students and understanding its essence.

Authors involved in the development of computer tests use two terms:

"situational task" and "situational problem" in their understanding, the objects defined by these terms differ only in the level of difficulty.

Thus, the analysis of a few interpretations of the concept of "situational task" led us to the need to propose the author's formulation of this concept. A situational task is a teaching and evaluation tool that contains conditions aimed at solving an important situation in practice so that students can consciously master the content of the educational subject. The peculiarity of the

situational task, in our opinion, lies in the fact that it has a specific practice-oriented character, but to solve it, specific knowledge on a certain topic is necessary.

With different types of situational tasks, they all have a typical structure. As a rule, the task includes:

- title (preferably bright, attention-grabbing);
- situational work, problem, life event;
- personally important cognitive question;
- information on this issue presented in different ways (text, table, graph, statistics);
- questions or tasks for working with the task.

In these tasks, the tasks for students consist of different levels of complexity (from familiarization to assessment), which allows taking into account the individual characteristics of students, as well as the characteristics of the study group.

Situational tasks are a category aimed at developing the most universal methods of working with information based on the taxonomy developed by the American scientist B. Bloom. Solving situational tasks includes several consecutive stages: goal, activation, problem, selection of means, theoretical, effective, generalization. Situational tasks are a new generation of teaching techniques that combine a number of functions. Let's give a brief description of them

- the function of organizing students' knowledge activities - situational tasks that contribute to the acquisition of knowledge;
- the function of organizing students' independent educational activities - situational tasks that allow to independently acquire knowledge, check their achievements with the help of multi-level tasks, and record the results;
- corrective function, situational tasks that allow to evaluate work results, necessary corrective works.

Pedagogical process can be considered as a continuous chain of interrelated, mutually continuing situational tasks. Situational tasks can be purposefully created or arise spontaneously. There are different approaches to developing situational tasks:

- the first approach is to create goals and tasks based on questions in the relevant lesson;
- the second approach is based on defined types of practice-oriented tasks that each student should learn how to solve;
- the third approach is based on life problems, the foundations of knowledge for solving them lie in the relevant academic subjects;
- the fourth approach arises from the need, not for the development of subject knowledge and skills, but on abstract educational material, but material, important for students.

Situational tasks are aimed at developing the most universal methods of working with information.

Most researchers distinguish the following general theoretical set:

- options based on analysis, synthesis, comparison, generalization, classification, recognition, selection, composition, integration, permutation, transformation, unification, systematization, construction, analogy.

Thus, the possibilities of situational tasks, when the teacher acts not as a source of correct answers, but as an assistant in the acquisition of knowledge and methods of action, make the teacher-student relationship a direction of equal interaction. consists of the ability to change according to. In the course of our experiments, we have developed the study guide and textbooks

that are used in practice to enrich the content of native language education, "Methodology of teaching mother tongue", and the fund of assessment tools for the subject. We selected and compiled the lower and upper tasks so that they can study information sources, find answers to given questions, conduct experiments, demonstrate creative abilities in analyzing and synthesizing knowledge, and their evaluation, that is, thanks to this pedagogical-methodical approach, students learned to learn something, this new and acquired knowledge will be applied in the future both in practice and in everyday life.

As a result, all situational tasks developed by us in the Uzbek language module are divided into three levels according to the levels of competence development. Tasks of the first level: to solve such a problem, one theoretical fact is required (the level of reproduction of textbooks based on the qualitative spiral principle) and implementation based on the levels of psychological knowledge, tasks of the second level: the solution in textbooks requires combining several didactic-pedagogical ideas, knowledge obtained from different departments of pedagogic-methodology, as well as personal experience (the level of understanding of pedagogical, methodological and didactic requirements).

Tasks of the third level: the solution is to build a pedagogical model of the situation, to study new material, to search for several ways to solve one situational problem (the level of reflection is in research), which requires a creative research approach. The process of solving a situational problem always involves the student's "exit" to the field of pedagogical practice outside of the educational process, which makes the situational task of mime, pantomime and verbal, non-verbal influence of future teachers to real practical activities. allows you to turn it into a preparation tool. (All mechanisms of pedagogical skills are used).

The teacher at the higher education institution takes into account the following when making an assessment

- the completeness of knowledge of the educational material on the subject of the lesson (module);
- logical presentation of the material;
- reasonableness of the answer, level of independent thinking;
- the ability to connect theoretical situations with practice, including future professional activity. (It is carried out on the basis of innovative technologies, rapid question-and-answer, interactive methods. It is given in the app.).

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