

## Creative Ways to Explain the Topic of Ravishes in Primary Education

*Erkinova Marjona*

**Abstract.** this article analyzes the creative methods used to effectively explain the topic of "development" in the process of primary education, that is, approaches through game technologies, visual tools, interactive exercises, problem questions. The importance of non-traditional approaches in teaching the levels, formation and types of structures of ravishes will be shown.

**Key words:** this article analyzes creative methods used to effectively explain the topic of "narrative" in primary education, namely approaches through game technologies, visual aids, interactive exercises, and problem questions. The importance of non-traditional approaches in teaching the levels, formation, and types of structure of narratives is shown.

### INTRODUCTION

In the course of modern primary education, the teaching of the mother tongue is aimed not only at students' grammatical knowledge, but also at the formation of thinking, clear expression of thoughts, communication culture and creative approach. The topic of pronunciation, which is one of the important parts of the Uzbek language, has a special place in teaching the functional capabilities of language units. An adverb is connected with a verb and expresses how an action or situation is going, its nature, level, scope. Therefore, by effectively conveying this topic to the student, not only grammatical knowledge, but also speech activity is developed. In traditional lessons, the teacher often uses classical methods such as memorizing grammar rules, giving examples, and completing tasks. However, an elementary school student quickly gets bored with such methods, loses attention, and in the process, the level of mastery decreases. In today's education, it is important to ensure the active participation of the student, to teach him the activity of acquiring knowledge, not knowledge. Such approaches include creative methods. The lesson includes interesting games, organized through visual presentations, dramatic roles, problem assignments. Especially, since topics such as "levels of development", "methods of creation", "types of structure" represent complex grammatical units, they should be conveyed to the child in a simple, understandable and memorable way. Creative, non-traditional methods serve to fulfill this task. In this article, the pedagogical and psychological foundations of such approaches, ways of using them in the lesson, practical recommendations, lesson model and expected results are thoroughly analyzed.

### MAIN PART

1. The content and relevance of the topic of approaches Conjugation is an independent word group that expresses the action, state or sign of a verb. They are divided into types according to their level (simple, incremental, highest), the way they are made (basic, additive, combined) and their structure (simple, complex). Explaining this content to a child in a simple way requires great skill from the teacher.

2. Types of creative methods and their advantages

a) A playful approach Games such as "Who can find it quickly?", "Define the best!", "Colorful steps" are used to introduce children. For example, ask students, "How did that boy run?" a question is asked, and the answers (fast, slow, fast) are given with colored cards.

b) Learning through visual means

With the help of educational cartoons, slides, comics, it becomes easier to distinguish words (movements) denoting movement and its quality. For example, the sentence "the bird began to fly" is shown in the video in a fast, loud, slow way - this enhances children's understanding.

c) Research through problematic questions

A problematic question in teaching the difference between adverb and adjective is: What does the "quick" in "he ran fast" mean—a sign or a state of action? This encourages the student to think.

d) Role playing (dramatization)

Students ask "How does he behave?" enters into roles on the topic and uses various approaches in practice. It develops oral speech and creative thinking.

e) Interactive poster and wall newspaper

"The Tree of Ravishes" or "How?" On the wall poster, the students will place the ravishes they have learned. This helps a lot with visual perception.

f) There are a number of other creative methods, and it is interesting and understandable to present them to children through pictures. For example:

1. Diagram of the "Progress Tree".

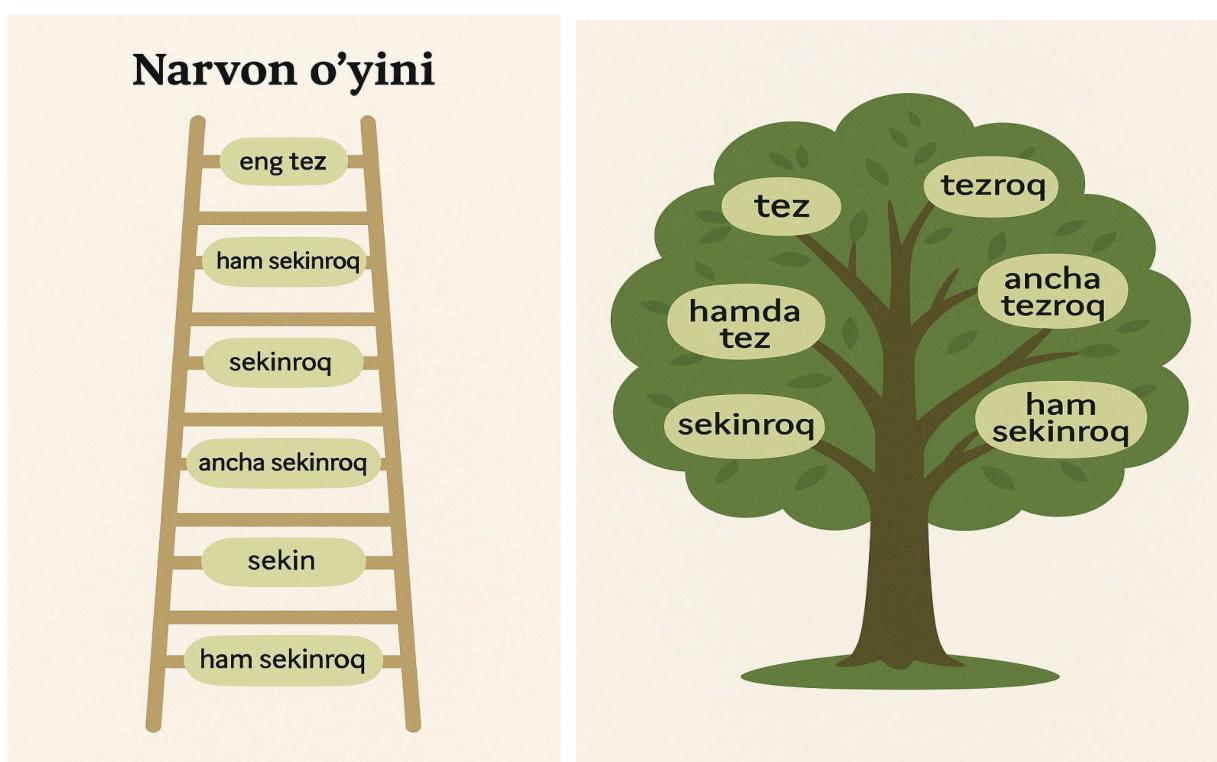
Placement: After the "Thematic content and relevance of the approaches" section

Description: The root part of the tree is "growth", and its branches are written "level", "making", "structure". Examples hang from each branch as "leaves".

2. Ladder game view (leveling visual)

Location: in the "Sample of a practical lesson" section

Description: Words like "Fast - Faster - Fastest" are arranged in the form of a ladder going up.



3. Practical lesson sample (suitable for grades 1-4)

Topic: Levels of development

Class: 3rd class

## Method: "Ladder" game

Procedure: The teacher writes the word "fast". Pupils write the gain and the highest level on it in the form of "faster", "fastest" and place them on the ladder. In this game, children learn to think through grammar.

## 4. The results of students and the effect of creative methods

Through the creative methods mentioned above, mastering the rituals will be easy, meaningful and memorable. Game, dramatization and visual analysis tools are very useful for turning external motivation (incentive) into internal motivation. Students' independent thinking, creative approach, and vocabulary increase.

## CONCLUSION

Based on the above-mentioned ideas and practical experience, it can be concluded that the use of creative methods in explaining the topic of behavior significantly increases the effectiveness of education. Teaching through a playful approach, dramatic exercises, visual methods, and problematic questions not only increases the student's knowledge, but also develops his level of thinking, the ability to independently search, and the culture of communication. In classes organized with the help of creative methods, the student does not receive knowledge in a ready-made form, but discovers it himself, through it he understands the essence of knowledge. Also, such methods increase the student's educational motivation, increase his interest in the subject, and create the basis for his formation as a socially and psychologically active person. This, in turn, serves to educate a person who is adapted to life, who can think creatively and make independent decisions. Therefore, the use of creative methods in teaching the subject of behavior gradually, consciously and systematically should be one of the main principles in the professional approach of every primary school teacher. In the future, such approaches should be systematically studied and applied to other linguistic topics. From this point of view, the creative approach becomes an important tool for the teacher in teaching grammar topics, in particular, complex sections such as levels of idioms, formation and types of structures. When this approach is implemented through methods that are suitable for children's age characteristics, interesting, encourage activity, and also lead to independent thinking, the quality of education and the result will be high. The most important task in the formation of grammatical concepts in students is not only to give knowledge, but also to connect this knowledge to life processes, to apply it to speech activities, and to guide them to free use of the language. This requires from the teacher not only traditional methods, but also pedagogical creativity, psychological sensitivity and didactic flexibility.

In the future, it is necessary to develop special visual guides, "interactive textbooks", electronic programs and didactic games for primary school students. Resources like these help you learn grammar topics in a more simple, understandable and creative way. Enriching the lesson process with didactic games, "role-playing" techniques, problem tasks, visual aids - creates a solid foundation of knowledge of language units in the minds of children. In conclusion, we can say that: creative methods are not only a tool to save from boredom in the lesson, but also a key to unlocking the inner intellectual potential of the student.

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