

## METHODOLOGY OF MOTHER TONGUE TEACHING IN PRIMARY SCHOOLS

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**Annotation:** The mother tongue is the language of each people, nation. The vocabulary of a mother tongue consists mainly of words and concepts that describe the life, culture, and traditions of the people who speak that language. The development of the mother tongue is inextricably linked with the social development of every people, nation and nation.

**Keywords:** grammar, phonetics, language units, scientific, systematic, consistent, conscious, demonstrative, active, principles of independence, development of creative thinking, text creation, spelling, methodology.

The subject of methods of teaching the native language in primary school is the ways and means of teaching students the Uzbek language, mastering the native language, ie speaking, reading and writing, grammar and spelling is the science of. The methodology defines the tasks and content of mother tongue teaching based on the educational and pedagogical tasks set for the school, examines the process of teaching, determines the laws of this process and the scientifically based system of teaching methods.

1. Literacy teaching methods, ie teaching elementary reading and writing.

Teaching children to read and write is a very serious issue not only in pedagogy, but also in social life. Because the literacy of the people is a weapon in the struggle for independence, for political consciousness, for culture.

2. Reading methods. The task of reading in the primary grades is to equip children with accurate, fast (moderate), conscious and expressive reading skills.

3. Methods of studying grammar, phonetics, word formation. This section deals with the teaching of elementary correct writing and calligraphy, the formation of grammatical concepts, basic spelling skills.

4. Speech development techniques. This section has a special place in the primary grades. Children first understand language, speech as a subject of learning, they begin to understand the need to create a planned speech, thinking not only about what they want and interesting, but also about the necessary things and events.

The principles of mother tongue teaching are as follows. 1. The principle of focusing on language material, the growth of speech organs, the proper development of speech skills. Ignoring the laws of speech, even the slightest, has a negative effect on the acquisition of practical speech activity. For example, if phonetic skills are not given enough attention, spelling literacy will deteriorate. This teaching principle requires listening and seeing skills in language lessons and training of speech organs (speaking, expressive reading, speaking inwardly). 2. The principle of understanding the meanings of language (lexical, grammatical, morphemic, syntactic meanings). To understand a word, a morpheme, a phrase, a sentence is to determine the connection between certain events in existence. A prerequisite for understanding the meaning of language is the study of the meanings of language, all the disciplines of language (grammar, lexicon, phonetics, spelling, methodology) in an interconnected way.

Specific principles of teaching Uzbek language

1. Follow naturalness in language teaching. Language teaching in school should be a natural continuation of the pre-school language learning process. In applying the principle of naturalness in language teaching, it is necessary to take into account the knowledge acquired by students in the primary school, to pay attention to the teaching of language materials in the context of live speech.

2. Teach written speech by comparing it to oral speech. Comparing oral and written speech will increase students' spelling literacy, which will help them consciously distinguish between orthoepic and orthographic rules. Such teaching enhances students' speaking skills. This principle is implemented in the following

ways: comparing the sound with the letter, comparing the punctuation with the tone, moving from oral to written exercises.

3. The principle of developing students' speech culture. Skills and competencies that contribute to the expressiveness and effectiveness of speech are developed in native language classes. All sections of the language also have ample opportunities to develop speaking skills.

4. Separation of language sections and meanings expressed by them. Students need to know the phonetics of a language in order to master it. Phonetic rules, on the other hand, play an important role in determining pronunciation. Good phonetics also helps to teach spelling, lexicology, and grammar.

5. Develop a sense of "language sensitivity" in students from an early age. Thanks to this ability, students are able to quickly read each word and form using their existing knowledge and skills and apply them to practical speech.

6. Continuously improve students' writing culture and literacy. Oral and written speech should always be studied comparatively to improve students' spelling and punctuation skills. For example, in order to place punctuation correctly, a student must not only know the syntactic structure of a sentence, but also understand the tone of speech. By correctly defining the relationship between oral and written speech, students' writing skills will also improve.

Although the content and duration of the preparatory classes are the same, it is recommended to determine the following in order to study your child's speech preparation during this period: Determining reading skills. a) reads the word completely; b) reads in conjunction; d) reads aloud (incorrect reading); e) knows many letters but does not know how to read; f) recognizes some letters. Writing skills. a) knows how to write all the letters, writes the word (printed or written); b) knows how to write only some letters (printed or written); d) does not know how to write at all. Oral communication speech. Memorize Shemi. a) knows 3 or more poems and recites them with pleasure; b) knows 1-2 poems, is ashamed to recite; d) does not know how to recite any poem by heart. In this process, both the syntactic structure of the child's speech and the range of words used are studied, the collected materials are written in two variants: a) individual information about each student will be; b) General information for the class. It is known that students come to the 1st grade with different preparations. Learning materials are provided in a consistent manner, appropriate to the level of 1st graders. however, the mastery of students who come with different preparations will vary. This requires a differential and individual approach to students in the literacy teaching process. This approach works well at all levels of education. The National Program provides guidelines for the creation of an integrated information space in the education system, and the implementation of reforms to ensure continuing education is one of the urgent tasks facing the methodology of teaching the mother tongue in primary school.

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