

**METHODOLOGY OF MODELING LINGUISTIC CONCEPTS IN
MOTHER TONGUE AND READING LITERACY CLASSES FOR
PRIMARY GRADES**

**BOSHLANGICH SINF ONA TILI VA O'QISH SAVODXONLIGI
DARSLARIDA LINGVISTIK TUSHUNCHALARNI MODELLASHTIRISH
METODIKASI**

**МЕТОДИКА МОДЕЛИРОВАНИЯ ЯЗЫКОВЫХ ПОНЯТИЙ НА УРОКАХ
РОДНОГО ЯЗЫКА И ГРАМОТНОСТИ ЧТЕНИЯ НАЧАЛЬНЫХ КЛАССОВ**

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Abstract: *This article discusses the methodology of modeling linguistic concepts in "Mother Tongue and Reading Literacy" classes for primary school students. It covers how students express various events in their speech, syllable division, capitalization rules, questioning words, and similar grammatical concepts learned as theoretical knowledge from practice. Additionally, it provides insights into the formation of speech and linguistic competencies.*

Keywords: *National curriculum, listening comprehension, linguistic competence, spelling, literacy, linguistics, methodology*

Annotatsiya: *Ushbu maqolada boshlang'ich o'quvchilarining "Ona tili va o'qish savodxonligi" darslarida lingvistik tushunchalarni modellashtirish metodikasi, turli voqelarni o'z nutqida bayon qilishi, bo'g'in ko'chirish, bosh harflar imlosi, so'zlarga so'roq berish va shunga o'xshash grammatik tushunchalarni amaliydan, nazariy bilimlar sifatida o'rganishi, shuningdek, nutqiy va lingvistik kompetensiyalarni shakllantirish bo'yicha mulohazalar yuritilgan.*

Kalit so'zlar: *Milliy o'quv dasturi, nutqni tinglab tushunish, lingvistik kompetensiya, imlo savodxonli, lingvistika, metodika*

Аннотация: *В данной статье даны рассуждения о методике моделирования языковых понятий на уроках "родной язык и грамотность чтения" у младших школьников, способах изложения в своей речи различных явлений, о переносе слогов, написании заглавных букв, О вопросах к словам и аналогичных грамматических понятиях из практических, как теоретические знания, а также о формировании речевых и языковых компетенций.*

Ключевые слова: *Национальная учебная программа, понимание речи на слух, лингвистическая компетентность, орфографическая грамотность, Лингвистика, методология*

Today, the newly published mother tongue and reading literacy textbooks for primary school students require great effort and continuous research from primary school teachers. They aim to prepare students for independent thinking through creative thinking rather than memorizing ready-made rules. In developing and enhancing the competencies of primary school students, teachers' information and communication technology literacy plays a crucial role in using innovative technologies. Therefore, improving the literacy of teachers and students in using modern information and communication technologies is essential in shaping students' competencies.

Currently, teaching mother tongue and reading literacy as a single integrated subject in primary classes allows students to easily find information from books, focus their attention, critically evaluate given texts, and independently continue them. Moreover, conducting lessons directly using information and communication technologies and various multimedia tools further engages students in the learning process. Using innovative technologies in education implies having relevant knowledge not only for mother tongue and reading literacy classes but also for other subjects.

The proper implementation of innovative technologies in primary grades leads to improved quality and effectiveness of education, increased student motivation for learning, self-study, independent learning, thinking, drawing conclusions, and the formation and development of students' competencies.

As outlined in the decree of the President of the Republic of Uzbekistan "On measures to develop education, upbringing, and scientific fields in the new era of Uzbekistan's development" (PF-6108, 06.11.2020), by March 1, 2021, a National curriculum will be developed with the involvement of qualified teachers, researchers, psychologists, and foreign experts (including qualified specialists from Finland). In this process, basic educational institutions were identified, and this program was implemented on an experimental basis in the 2021-2022 academic year.

Teaching language to students aims to develop skills and abilities in the four main types of speech activity: listening comprehension, speaking, reading, and writing. This includes the ability to communicate independently in various speech situations that arise during study and work processes, in family and public places, to express and exchange ideas, to perceive heard material, to obtain information through reading written sources, and to engage in communication by expressing one's attitude towards events and phenomena.

"Mother tongue" is not only a subject that teaches lexical and grammatical norms but also serves to develop the ability to listen and understand texts on any topic across various subjects, read correctly, and apply orthoepic and orthographic norms in speech activities. Special attention is paid to reading comprehension in mother tongue lessons to

develop students' logical, critical, and creative thinking. A student who has mastered the mother tongue well will satisfactorily master other subjects. A student with excellent reading literacy will think logically, critically, and creatively by reading texts in other subjects and develop the ability to apply the acquired knowledge in life.

One of the main tasks for teachers is to adapt practical tasks designed to work with texts that meet the requirements of international assessment programs aimed at developing students' logical thinking and practical skills. This involves developing skills in text comprehension, analytical and critical thinking, and expressing opinions. It's no secret that these ideas form the basis of the main concept of newly created textbooks. The 2nd grade "Mother Tongue and Reading Literacy" textbook, which we will now examine, also requires creative thinking from students during and outside of class hours in various fields, including fluent speech in their language, increasing vocabulary, practical application of the language, and developing correct, fast, conscious, and expressive reading skills within the scope of reading literacy. It involves familiarizing students with texts of all styles and studying them in interdisciplinary integration, shaping their creative thinking and scope of thought by teaching them to observe, understand, compare, analyze, and synthesize events and phenomena in the educational process.

Linguistic competence (related to phonetics, graphics, orthoepy, orthography, vocabulary, grammar, and stylistics): Students can distinguish speech sounds in their mother tongue, follow syllable division rules, use new topic-related words in oral and written speech, correctly use punctuation marks in written speech, correctly form the sound structure of words from an orthoepic perspective, distinguish types of sentences according to their purpose of expression and use them appropriately in written speech, appropriately use phenomena such as sound substitution, sound addition, and sound omission in pronunciation and spelling. They can use acquired lexical units in sentence structure, perform phonetic, lexical, and grammatical analysis, express thoughts in logical sequence, use language expression tools in text, adhere to orthoepic norms in sound pronunciation, and effectively use dictionaries to distinguish the meanings of lexical units.

Linguistic competence (phonetics, vocabulary, grammar): In phonetics, students can understand the classification and methodology of phonemes, analyze phonetic changes from the perspective of orthoepic rules, and apply intonation and stress in speech. In vocabulary, they can distinguish figurative meanings of words, their stylistic features, and terms, and use them correctly in speech. They can explain the sources of development and enrichment of the Uzbek language vocabulary. In grammar, they can understand and explain word classes, interjections, modal words, imitative words, their nominalization, and stylistic features. They can distinguish and appropriately use in

communication the grammatical features of word combinations and sentences, features of dialogic speech, types of sentence parts, synonymy of simple and compound sentences, syntactic constructions, reported speech, and specific features of text.

Students develop skills in hearing, memorizing, and correctly writing words through these tasks. In the fourth grade, this knowledge is further consolidated and expanded. The primary school period is considered the foundation of knowledge for students. Developing students' skills from this period is the main goal of today's educational process. As educators, we must address not only students' ability to think freely but also eliminate deficiencies in their speech when educating them.

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