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Methodology for Organizing Native Language Lessons in Primary Grades Based on the Interactive Method of "Project Work"

Jumayeva Habiba
Bukhara State Pedagogical Institute Teacher of the Department of Preschool and Primary Education p.f.f.d. (PhD), habibajumayeva89@gmail.com

A B S T R A C T
Methodology for organizing native language lessons in primary grades based on the interactive method of "project work", communicative literacy, and self-awareness, to be physically healthy, to feel the beauties of material existence, to enjoy beauty and elegance, to assimilate and respect national traditions, and to observe them.

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Introduction

We know that in order to advance ideas in the education system in the current innovative processes, we need independent and free-thinking students who are able to assimilate new information, evaluate their knowledge on their own, and make the necessary decisions.

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

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

The procedure for conducting the "My Project" method.

This method is complex, vital, multi-disciplinary, and is aimed at repeating a section, chapter.

The essence of the method is that it reflects the student's knowledge of various branches of the topic. At the same time, each of them is discussed in separate elements.

Methodology

The purpose of the method: To determine the students' opinions and attitudes to this topic on the basis of a selected topic, idea, to help them independently come to a common opinion and draw the right conclusions, to create conditions for free performance, to develop oral speech, to teach them to express their thoughts, to express their imagination in words.

Application of the method. It can be used in the revision of sections and chapters of the topics of the Mother Tongue and Literacy League, during extracurricular activities and after-school club activities, and the methodological training can be conducted individually and in small groups in the classroom or in another separate room.

Tools used in the method: A3 format, colored pencils and felt-tip pens, rolled dough, dough cutters with 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 implementation procedure:

- Before starting the method, the teacher introduces the requirements and rules set out in “My Project”. Explains to the students which chapter topics will be based on them.
- The teacher divides the students into 2 groups, for example, if there are 30 students in the class, 10 of them will participate in the implementation of the method. The rest observe their work process. After the first group is finished, the second group starts.
- Students freely choose creative tasks for themselves and the work process begins.
- The teacher directs each student to his goal, guides them, and ends by encouraging the student, expressing his reaction to the ideas expressed. The innovative method “My Project” includes the following creative directions.

1. Working with dough

In this case, the student makes the heroes and characters of the topic from dough and presents them to the children as a dessert.

For example, in the 3rd grade Mother Tongue Part II textbook, on page 20, topic 6 “Imagine you are an entrepreneur. You have made a product from autumn fruits and vegetables. Show your product,” the student chooses the fruit or vegetable of his choice, makes a shape from dough, gives it to his classmates as a dessert, and tells about his imagined entrepreneurship.

2. Working in a constructor

In this case, the student makes various shapes while verbally explaining the topics covered and composes a text relating them to the topic.

For example, in the 3rd grade Mother Tongue Part II textbook, on page 20, topic 6 “Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product,” the student makes a model of the fruits or vegetables he wants to sell, a large supermarket in a 3D constructor, and verbally explains how to do business there.

3. Working in plasticine

Results and discussion

In this case, the student embodies his favorite images on the topic and describes it. For example, in the 3rd grade Mother Tongue Part II textbook, topic 6 on page 20, “Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Show your product,” the student, in completing the task, creates the fruit or vegetables of his choice, the images of modern entrepreneurs he likes, or his future self as an entrepreneur from plasticine.

4. Working with a brush

Students imagine natural phenomena on the topics covered, draw pictures, and explain them. For example, in the 3rd grade Mother Tongue Part II textbook, topic 6 on page 20, “Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product,” the student draws the fruits or vegetables he or she wants, paints them beautifully on white paper, draws a picture of the supermarket and entrepreneurs in his or her imagination, and expresses his or her imagination. This gives the student pleasure.

5. Working on colored paper

The student cuts and glues his or her idea on the given topic from pieces of colored paper, and then expresses it. For example, in the 3rd grade Mother Tongue Part II textbook, topic 6 on page 20, “Imagine you are an entrepreneur. You have made a product from autumn fruits and vegetables. Present your product,” the student presents their product by cutting out the fruit or vegetable of their choice and the entrepreneur of their imagination from colored paper and gluing it together.

6. Working on a mathematical stick

Students should show the numbers or years or places in the topics covered with logical sticks or make a geometric figure, show it and explain it. For example, in the 3rd grade Mother Tongue Part II textbook, on page 20, topic 6 “Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Show your product”, when completing the task given, the student tells the price and number of kilograms of the fruits or vegetables he wants, and how much profit and loss he will make in his business by making a stick.

7. Working on “hospitality”

In this case, the student starts the guest game in pairs in a pre-prepared place at home (with pillows and blankets). One student is the host and one student is the guest and comes to the house to sit down to play. And they choose one of the topics discussed and tell it to each other over a cup of tea. If it's a poem, they perform it as a song.

For example, in the 3rd grade Mother Tongue Part II textbook, topic 6 on page 20, “Imagine you are an entrepreneur. You have made a product from autumn fruits and vegetables. Show your product,” student 1 is the buyer and student 2 is the seller. They tell each other the fruits or vegetables they want, how much profit and loss they will get from it, show their entrepreneurial situations and ideas in their imaginations, and have a conversation. They demonstrate the ability to show mutual respect.

Conclusion

The above-mentioned “My Project” recommendations will be effective in many other subjects. For example, if we ask students to complete the task of developing a Big City Project on the topic of “My Neighborhood” in the same way in the 2nd grade Mother Tongue Part I (2023) textbook, topic 6 on page 84, it will definitely give the expected result. Also, topic 6 on page 20 in the 3rd grade Mother Tongue Part II (2023) textbook, “Imagine you are an entrepreneur. You have produced a product from autumn fruits and vegetables. Showcase your product,” if completed through the above-mentioned project work, will be very effective for students. A similar task can be seen in exercise 66 on page 51 in the 4th grade Mother Tongue Part II (2023) textbook. What healthy foods do you eat for your healthy diet? Making assignments project-based can greatly contribute to students' independent thinking and increasing their knowledge.

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