



METHODS OF TEACHING IN PRIMARY EDUCATION

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<p>Received: September 28th 2021 Accepted: October 30th 2021 Published: November 30th 2021</p>	<p>It is desirable to employ interactive didactic games in the teaching and learning process, which focus on raising students' desire for learning, increasing their competence and interest in a particular style of communication, and demonstrating their proclivity for a particular vocation. Theoretical, practical, physical, role-playing, craftsmanship, and other directional sorts of interactive games exist. They provide activities in which students learn new skills such as analysis, computation, measurement, structuring, testing, observation, comparison, conclusion, independent decision-making, group or work within an Independent Community, speech cultivation, and language teaching. According to the general theory of games, the classification of all existing game types is divided into functional, thematic, constructive, didactic, sports and military games. In this article, we will focus on the methods used in primary education, as well as the importance of using pedagogical technologies and interactive techniques in teaching primary school students.</p>
<p>Keywords: Primary class, education, interactive techniques, pedagogical technologies, literacy, upbringing, game-based methods.</p>	

Students' interest in basic school lessons should be piqued with special care. Because students should not grow bored of hearing the precious word "lesson" in elementary school. Today, competent teachers use a variety of didactic games to improve students' interest in the lecture.

The interactive method serves the development of personal traits by ensuring information assimilation under the effect of their mutual action by enhancing activity between the teacher and the students in the educational process. The adoption of these techniques will help to increase the lesson's quality and effectiveness. Its main criteria are to conduct informal discussions, to freely describe the educational material, to study independently, to study, to conduct seminars, to create opportunities for the initiative of students, to work as a small group, as a large group, as a class team, to give tasks, to carry out written work, etc.

It is the activity of two persons, i.e., the process of learning from it occurs in the form of dialogue (computer communication) or on the basis of teacher-student contact. Interpersonal – occurs in talks involving mutual activity, action, or impressiveness, such as those between a student and a teacher or a student and a reader. The main goal of interactive techniques is to create an environment that encourages students to think actively, freely, and creatively by providing the most conducive environment and situation for the educational process, as well as an environment that caters to their needs, interests, and

internal opportunities. Such lessons are so late that in the process, not a single reader will have the opportunity to express clearly the thoughts that he or she has heard, read, seen, not overlooked. The process of mutual exchange of views is formed. In children, enthusiasm for knowledge, interest increases, mutual friendly relations are formed .

Interactive education has its own set of features, such as didactic games, (thinking, searching, finding), the creation and solution of a problem situation, and the design of the conversation – lesson process, which includes techniques for implementing information communication technologies on the basis of creativity.

Teaching with computer programs, distant learning, teaching over the Internet, and media education approaches are all examples of education based on information and communication technologies. In primary education, methods based on the design of dialogues through didactic games are widely used, according to the age characteristics, literacy levels, personal nature of students.

A scientific (having a particular philosophical system) and a simple (having no particular philosophical system) worldview differ in their essence. Ideas that have attained stability as a result of full mastery of the foundations of consistently existent disciplines, as well as active engagement in the process of social interactions, are based on the scientific worldview. Primary schoolchildren's worldview formation is seen to be a complicated, long-term, and dynamic process.



The significance of educating in a creative manner. The creative teaching skills of Primary School students is to work towards the genesis of something unique inside and outside the student. According to several reasons, creative training of students of the senior class is important: creativity is the heart of the motivational class. This gives students and teachers the opportunity to express ideas and ideas in unique ways. creative training of Primary School students leads to active learning. It can be an idea, a moment of learning, an emotional experience or any creative vision.

The norms of children's literary pronunciation are created through expressive reading and speech engagement. The precise application of grammatical forms of speech and proper pronunciation will aid the children's speech in becoming fluent and expressive. Students need to be able to use breathing appropriately, comprehend the rules of literary language pronunciation, and accurately enunciate their own syllable and sound when teaching expressive reading.

It is critical to achieve a sense of emotion while reading, which can be conveyed in the form of an artistic work, the inner experiences of a writer or hero, or by devouring the content of the work. Reading at a normal pace allows you to fully comprehend what you're reading. The primary information of the text is perceived by the youngster when reading at Normal speed.

Students should be taught to read in this manner as well. In reading sessions, there are generally two techniques to teach students expressive reading:

1. To teach pupils expressive reading skills through the use of various text characters throughout the lesson;
2. Create specific expressive reading programs in order to reduce the amount of time spent on reading class materials.

The following are some of the methods used in primary schools to teach students expressive reading:

- Accurate reading. In the first class, you must pay close attention. Every word, phrase, and sound must be heard, uttered, and understood correctly.
- Mindful reading. In the process of reading the syllables in the word, the reader must grasp and read each sentence, the word in the sentence, and its meaning.
- Fast and fluent reading. Not slow or very fast reading, but as they say, it is necessary to follow the average speed pace and ensure a smooth reading of both the right and the conscious.

Intellectual (intelligent) and mobile games, as well as mixed games, are the most common types of interactive games. Students' mental, physical, moral,

spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, labor, and professional talents are all aided by these activities. The reader's internal capacities, such as thinking, free thinking, communication, and creativity, are launched as a result of this strategy. There is a growing interest in the environment, knowledge of life, the difficulties encountered, how to overcome hurdles, and the development of critical thinking abilities, particularly in it. In the educational process, it is desirable to use didactic games based on inter physiology, which mainly show the motivation for learning in students, increase their abilities and interest in the type of communication, show their predisposition to a profession.

In conclusion, unlike other phases of continuous education, the development of students' reading skills in primary school reading sessions, as well as work on the text of the work, is the didactic goal of education. By working on many books on diverse issues, he is strongly associated with spiritual-moral, literary-aesthetic upbringing. Theoretical, practical, physical, role-playing, craftsmanship, and other directional sorts of interactive games exist. They teach students new skills in analysis, computation, measuring, structure, testing, observation, comparison, conclusion, independent decision-making, group or community activity, speech cultivation, and language teaching.

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