

THE NECESSITY OF THE CONTENT OF MOTHER TONGUE EDUCATION

Rizaeva Maftuna Kholmurod qizi

Navoi State Pedagogical Institute,
Master of Theory and Methods of Education (Primary Education)

Today's demand is for a person who is knowledgeable, who has thoroughly mastered the ways of learning, who has the ability to perceive independently.

The purpose of education is to bring up an independent creative thinker and a person of high spirituality. The State Education Standard for General Secondary Education and the curriculum for primary school education have also found expression in the purpose of teaching the mother tongue. That is, "to develop a person who expresses his / her opinion orally and in writing correctly and fluently, who has a culture of reading, who can think independently and creatively, who understands the opinions of others - a culture of communication and speech. This means that the content, methods and tools of education are focused on the clear and thorough implementation of these tasks.

It is no secret that the level of knowledge of the native language of primary school students has long been a concern for all of us. The level of creative thinking of students, especially those of small school age, is one of the main problems.

We often liken the reader to a person standing in the middle of a river looking for water. The river is full of water - a child's thirst. Our dictionaries are full of words, and there are few words in the reader's biceps. This situation is, first of all, closely connected with the content of mother tongue education.

Our methodologists A.Gulamov, H.Nematov divide the content of education into the following components:

- 1) the system of knowledge that students need to acquire;
- 2) a system of practical skills and competencies corresponding to the selected scientific and theoretical knowledge;
- 3) teaching students creative methods;
- 4) the system of relations between teacher and student.

These components of the educational content form a whole that they achieve results in collaboration with each other. The required knowledge builds creative-practical skills based on the relationship between teacher and student.

The content of education is reflected in curricula, programs and textbooks, as well as teaching aids. The effectiveness of mother tongue teaching is closely linked to many factors. Among them, the content of mother tongue education is important and leading. Because effectiveness is first and foremost about what students are taught. The answer to the question "How to teach" can be found if the necessary knowledge of mother tongue education and the system of skills and abilities corresponding to this knowledge are correctly defined, the ability to apply existing knowledge, skills and abilities in everyday activities, ei competence. Efficiency is directly related to these two factors and is two sides of the same process. These are so interconnected that one is ineffective without the other.

The effectiveness of mother tongue education in the primary grades is determined not by the student's knowledge of linguistics, but by the degree to which he or she uses the opportunities of the mother tongue. Therefore, in mother tongue lessons, the main focus should not be on the grammatical structure of the language, but on expanding students' vocabulary, correct and appropriate use of words, the ability to express their thoughts in accordance with the situation.

The main task in educating the younger generation is to teach them to speak clearly, intelligibly, effectively and beautifully in their native language. The task of educating students to be literate, able to express themselves correctly and freely, and to have a culture of speech is initially accomplished at the elementary level. A student who is fluent in speech and able to use the full

potential of his language will, of course, master other subjects more easily and completely, in which the desire for knowledge and culture will increase. In the primary course of the native language, mainly the development of speech entrepreneurship, orthoepic and spelling literacy, ie correct pronunciation and writing, work on the word and its meanings, correct and appropriate use of words in accordance with the conditions of speech, connecting words and composing text from sentences, special attention is paid to the formation of skills such as finding and correcting logical errors in the text, correctly understanding the opinion of others, expressing an idea in different ways.

Thus, in modern education, the rules of linguistics should be sharply reduced, less in-depth linguistic information should be in the "shadow" of the practice of thinking and speaking, and the student's brain should not be occupied with ineffective linguistic rules and cognitive language construction exercises. It is necessary to give the primary school student only some rules necessary for practice, methods of expression of ideas, ways to apply them in accordance with the speech situation, to develop a system of exercises and assignments based on it, to pay more attention to the development of speech skills.

Primary education has shown that continuity and continuity in the content and forms of work on words and phrases to develop students' speech and thinking in mother tongue lessons are not ensured, and lexical-grammatical exercises as a system are not perfect. This is evident in the questions and assignments of the textbooks "Mother tongue", as well as in the methodological manuals and in the work of teachers. Improper definition of teaching methods, failure to meet the requirements of the textbook in the teaching of the mother tongue, as well as the development of speech and logical thinking skills have a negative impact on the practical mastery of the language. The current mother tongue education in the field of primary education is explained by the transition from reproductive textbooks to new cognitive textbooks. We know that in reproductive education, the knowledge that a student should have, the relevant rules and conclusions, the appropriate system of exercises and assignments, a sample of its implementation is provided.

In cognitive education, it encourages the student to search, compare, compare, group, generalize, draw conclusions and acquire knowledge, and teaches ways to acquire knowledge. The main factor of cognition is not the repetition of knowledge on the basis of textbook requirements in each lesson, but the creation of new knowledge, the achievement of the growth of creative thinking. The student will have to be a seeker, a comparator, an inventor, not a copyist, a repeater, a performer in the classroom, and will be able to engage in discussion in every lesson. In the course of the lesson, the student must work on the basis of the textbook assignment, think, try to substantiate, prove and defend his opinion in order to find the right solution to the problem and come to a conclusion. Hence, the use of the cognitive education system in mother tongue lessons is not an accident, but a necessity. Each textbook must have a dictionary designed for primary school students to develop students' creative thinking and increase the effectiveness of the lessons.

For example, 1st grade textbook annotated dictionary, 2nd grade textbook annotated textbook, 3rd grade textbook annotated dictionary, 4th grade textbook annotated dictionary.

Additional sources of information: fiction, teaching aids, e-textbooks, e-textbooks and e-manuals, advanced pedagogical and information and communication technologies are also effective tools for language acquisition. Mother tongue education achieves its goal with the help of modern programs, textbooks and various educational tools. On the basis of a modern textbook, an entrepreneur grows up to be a well-rounded person who can use the source of information correctly, rationally, efficiently, effectively and quickly, who can use them purposefully in their own conditions. Correct definition of the content of education is achieved through the development of cognitive skills of the language, ie listening comprehension, reading comprehension, oral and written speech, forming the skills of effective use of language in different situations, comprehension of given information and correct expression of different opinions in their native language.