

THE ESSENCE OF MODULE EDUCATION IN TEACHING PRIMARY SCHOOL STUDENTS TO INDEPENDENT THINK

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ANNOTATION

The Uzbek people are distinguished by their mental image, national identity, character, emotions, clientele, behavior, morals, tastes, nature. Improving a child's morals and ethics is done primarily in the family. After all, family upbringing is part of social upbringing. There are many differences in the relationship between parenting and child rearing.

Keywords: national values, perfect man, upbringing, activity, national traditions, manners, ethics.

INTRODUCTION

We have provided our recommendations to selected primary school teachers on teaching on a modular basis. Our experiments have often yielded good results.

Modern requirements for reading lessons require the teacher to involve primary school students in reading, to pay attention to the view of fiction as a form of art, to understand the artistic content, aesthetic significance and content of images of works. are given. Unlike the traditional system of education, modular reading lessons are based on the independent involvement of the student in the educational process at different stages, based on the algorithm of modules of different levels, taking into account the ability to master.

It is advisable to switch to modular reading from the time when students can read the module assignments independently. That is, from the second grade onwards, the introduction of modules gives good results.

Below we offer an abbreviated version of the modular lesson (Reading lesson algorithm).

Elementary Reading Algorithm

1-Module

Preparation for homework check.

Open the ... page of the textbook (repeat if it is a poem (read to the first paragraph if it is a story).

Read a verse from the poem and tell it to your friend. (If it's a story, tell it to your partner.)

What is the poem or story about? Which event or incident did you remember, and why?

Evaluate yourself and listen to your friend.

2-Module

Cheerful minutes:

1. Breathing exercises: "blow the balloon", "cool the tea", "blow out the dust", "blow out the lamp".

2. Voice exercises: articulation of sounds, fast recitation, reading a short poem slowly, fast, low, loudly, inwardly, in pairs, reading with intonation, memorization.

Module 3.

Fast reading. Start after the teacher tells you to "Start."

1. Align your lips with each other.

2. Read only with your eyes.

Read as fast as you can and mark the words you don't understand.

Answer the questions from the text.

Discuss your answer with your friend, consult with him. Participate in general discussion.

4- module

Intensive exercises for speed reading.

Imitate a half-voice narrator.

Rhythmic reading.

Take a look at the text.

Speed reading.

Read in pairs.

Read at a fast pace.

Whisper reading.

Just read by heart.

Fast reading.

5-module

Recommendations

Read with intonation and emphasize.

Follow the pauses as you read.

Decide for yourself whether the volume is high or low.

Determine whether the tempo is fast or slow.

Read with emotion.

Express your attitude to the work with intonation.

6-module

Work in a creative notebook. (selection assignments)

Summarize the lesson - learn to express yourself, engage in dialogue, evaluate the problem.

Recommendations are given to each student.

Develop students' ability to use algorithms.

It is a well-known fact that the acquisition of solid knowledge and skills can be achieved through purposeful independent activity.

In addition to the module instructions, separate folders with student work recommendations should be placed on the desk. Assignments for independent work include analyzing the content of what you read in the first reading and answering questions. To gain a deeper understanding of the content, the following recommendations should be followed:

A methodological model of storytelling in primary school.

Identify the main content.

Separating the narrator of the story. (Who is telling the story, is he a participant in the events of the story?)

Identify the protagonist of the story, his actions and the reasons for these actions.

Identify the characteristics of the protagonist.

Identify the feelings and moods of the affected person and find a word in the text that describes the situation. verbal description of the protagonist as understood.

Determining the author's attitude to the protagonist of the story. Find relevant words in the text.

Identify students' personal relationships with the protagonist.

Understand the main idea of the work.

Work on the story composition.

A methodological model for learning fairy tales in elementary school

Determining the exact reality:

Fairy tale heroes;

Features of their role (good and evil, etc.);

Sequence of events:

a) the nature of the main event;

b) sequence of events;

Behavioral motives;

Characteristic features of fairy-tale heroes and characters;

The relationship between fairy tale characters and characters.

Verbal descriptions of fairy tale characters or individual episodes in a fairy tale.

Identify the main idea of the story.

Identify students' personal reactions to a fairy tale character or events.

Distinguish the characteristics of the fairy tale genre;

Composition (compositional structure);

Where the event took place; (real reality or fiction);

Artistic expression of fairy tale events.

Methodological model of studying poetic materials in primary school

(study poetry)

1. Identify the most exciting parts of the poem;

2. Finding places to describe natural landscapes in poetry;

3. Find interesting images and clearly highlighted places;

4. Read aloud with emphasis;

5. Illustrate the process described in the poem;

6. To determine the feelings, inner experiences, mood of the poet;

7. To find and read in the poem the words that express the feelings, inner experiences, moods and attitudes of the poet;

8. Identify the main content of the poem;

9. Determining the student's attitude to what is described in the poem;

10. Identify the narrator in the poem.

Literary imagery in reading lessons

analysis questions.

Would you like to be friends with the protagonist?

What would you do if you were him?

Do you think that all the actions of the protagonist of the story (or fairy tale) are correct? Why did he do that?

What made the hero do that? Could it be otherwise?

What qualities of a hero do you like, what qualities or some personality traits do you dislike?

Do you like the way he treats people?

What advice would you give to a hero?

Would you like to be in the action?

Who would you like to be in the play?

What would you have done (or would you have done) if you had been in that situation?

How would you react in that situation?

How would the life of your classroom have changed if the protagonists had read in your classroom?

Conversation questions on the content of the text.

What do you see when you read the text of the poem? How do you feel when you read?

Do you feel like you're listening to music?

What kind of music do you like to listen to (heavy, happy, playful, etc.)?

What aspects of the connection between the words in the poem do you like the most?

What is poetry like: sad, happy, simple, thought-provoking? Is it a fabrication? In what mood was it written?

What state of nature did the poet describe? What is his attitude to the depicted?

Which poems evoke emotions, increase attention, bring a feeling of restlessness or calmness to nature, cause drowsiness or other situations.

How do the natural phenomena described by the poet correspond to human emotions?

What do you think the poet felt when he wrote these lines? How was he and what did he dream about?

What do you think the author of the poem thought about and remembered?

Are you familiar with this state of nature? Have you encountered it in your life? In what situation did you face?

When can you read these lines again? In what condition? In what situation? Under what circumstances would you want to hear this poem read by a friend or adult?

These guidelines help students to understand the material, to analyze it independently, and to draw independent conclusions.

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