TECHNOLOGY OF ORGANIZING NATIVE LANGUAGE LESSONS IN PRIMARY SCHOOL

Sharopova Dilnoza**,**
Navoi State Pedagogical Institute of Education
Masters in Theory and Methodology (Primary Education)

Husenova Mukhtaram
Navoi State Pedagogical Institute of Education
Masters in Theory and Methodology (Primary Education)

ABSTRACT:

In the article, various methodic recommendations are provided, which correspond to various stages of education. They give attention not only to linguistic form of expression, but to informal form. Interactive forms of teaching are proposed for speaking. Education is very important for our lives. The importance of native language knowledge, day by day is reaching the great top because of the unity development between different nations and countries that leads to fruitful relationships. The formation of linguistic and communicative competences is of equal importance when teaching a native language. With the growing requirements to the quality of specialists training, these competences have become essential qualifications. Use of innovational technologies in studying native languages gives pupils an opportunity of diverse means foundation of relation in native language.

Keywords: innovative technologies, primary school, native languages, pedagogical technologies, Internet resources, video, module, modular technology

1. INTRODUCTION:

In recent years the problem of application of new information technologies at primary school is even more often brought up.

It is not only new technical means, but also new forms and methods of teaching, new approach to training process. The main objective of training native languages is formation and development of communicative culture of primary school pupils, training in practical acquisition of a native language.

The task of a teacher consists in creating conditions of practical language acquisition for each pupil, choosing such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as training in cooperation, design technique, usage of new information technologies, the Internet - resources help to realize personal focused approach in training, provide an individualization and differentiation of training taking into account abilities of children, their level of proficiency, tendencies, etc.

In development of students, speaking in foreign languages such tasks are solved: correct usage of innovational materials in teaching, using modern innovational techniques, training students to communicate in native languages, to have an individual approach to each student, using dictionaries and vocabularies in translation, to develop the interest of studying language.

2. MAIN BODY:

There are several teaching techniques that are highly evaluated: modular technology, problem teaching, accelerated learning, and

individual approach, informational teaching, training according to the level of students, games and communicational technology.

Use of computer at native language lessons helps in solution of different didactic problems such as:

• improving pronunciation;

• formulating and developing skills and abilities of reading;

• improving abilities of writing;

• enriching the lexicon of learners;

• training grammar;

• forming steady motivation of studying foreign language

Possibilities of usage the Internet resources are huge. The Internet creates conditions for

receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc.

Pupils of primary school can take part in testing, in quizzes, competitions, Academic Olympic Games held on the Internet to correspond with contemporaries from other countries, to participate in chats, videoconferences, etc.

Involved in the solution of a wide range of significant, realistic, interesting and achievable tasks, primary school students are trained spontaneously and adequately to react to them that stimulates creation of original statements, but not sample manipulation with native language formulas.

Mastering communicative and cross-cultural competence is impossible without communication practice, and usage of resources of the Internet at a lesson of a native language in this sense is simply irreplaceable: virtual environment of the Internet allows being beyond temporary and spatial, giving an opportunity of authentic communication with real interlocutors on subjects, actual for both parties to users. However, it is impossible to forget that the Internet is only a supportive technical tool of training, and for achievement of optimum results it is necessary to integrate its use into process of a lesson competently.

In addition to work using skills of reading and speaking, it is possible to fill up a lexicon. For this purpose, it is necessary to suggest pupils to make entries, being guided by the read information.

Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance.

It is so close to language reality containing visual as well as audible cues - video is an excellent medium for use in the language classroom. It can be used in many different ways and for teaching or revising many different language points. These notes are intended to help you think about how you can use video in your classroom. They are not exhaustive, because ultimately the ways in which you use video are limited only by your own imagination.

Nowadays a lot of Universities are using modular technology of teaching. Importance of this teaching in all parts of lesson is great. Students can have an opportunity to work independently. Also the main aim is not only teaching but also to give students a chance to develop listening, speaking, reading, writing, analytic thinking skills.

Training module consists of three structural parts which are often repeated as a learning cycle: introduction, speaking (dialogue) and the final part.

Introduction part (introduction into the module of a subject).

Speaking part (usually a dialog to form cognitive skills of students.)

The final (reference work, test, dictation, etc.).

More precisely, in the introductory part the teacher introduces students the general structure of modular training, its purpose and responsibilities. After that, the teacher briefly (for 10-15 minutes), explains the study material of the module using drawings, tables, and data samples.

In the part of speaking using 4 levels of Technology Study of the Doctor of Pedagogical Sciences, Professor Zh.A. Karaev (reproductive rate, heuristic level, the creative level) focus on learning level of knowledge of students. In the final part a control test may be given. The main performance of modular technology is:

- To increase the activity of the student in school;
- To develop the student's interest in the subject;
- The student is committed to uninterrupted self-knowledge;
- The student masters the language categories vocabulary and grammatical structures;
- Allows far as possible to expand an oral and written language;
- Student forms the necessary skills gradually attaining goals.

So, module is one of the largest systems, here the student is educated not only by sections, but systematically in the form of exact order. They are trained to work, to awaken an interest in science to develop the skills of independent work. The training process is conducted in different ways: explanation, speaking, reading, lectures, practical lessons (practical laboratory, graphics, vocabulary and grammatical exercises), clarity (charts, tables, illustrations and demonstration), etc.

3. CONCLUSIONS:

Summing up, one of the favorable features of modular technology training is an activity of a pupil at primary school. One feature of this technology is that, in all stages of education in developing cognitive abilities of a student. Developing spoken and written language can offer pupils to do creative work. During the development of vocabulary, grammar, phonetic skills of a native language we can form activities of pupils in learning, the ability to work independently, the skills to draw conclusions. This is a new technology of today's successful research.

REFERENCES:

1) Davies, P., & Pears, E. (2011). Success in English Teaching: A complete introduction to teaching English. Oxford University Press, p. 63.
2) Galskova, N.D., & Gez, N.I. (2008). Teoriya obucheniya inostrannym yazykam. Lingvodidaktika I metodika [Theory of Teaching Foreign Languages. Lingvodidaktika and metodika]. Moscow: Academia.
3) Krupchenko, A.K., & Kuznetsova, A.N. (2015). Osnovy professional'noy lingvodidaktiki: Monografiya [Fundamentals of Professional Lingua-Didactics: Monographic]. Moscow: APKiPPRO.
4) Kunanbayeva, S.S. (2005). Modern foreign language Education: methodology and theory. Almaty: Edelweiss, p. 262.
5) Nazarbayev, N.A. (2008). The main goal of the state policy to improve the welfare of the people. Address of the President of Kazakhstan. February 6, Astana.