



# International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

**COPY RIGHT**



**ELSEVIER**  
**SSRN**

**2021 IJIEMR.** Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 15th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

**DOI: 10.48047/IJIEMR/V10/I04/51**

Title: **STUDENT ACTIVATION TECHNOLOGY IN THE DESIGN PROCESS OF PRIMARY SCHOOL MOTHER TONGUE LESSONS**

Volume 10, Issue 04, Pages: 202-208.

Paper Authors:

**Isroilova Rushana Sunnatovna**



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

## STUDENT ACTIVATION TECHNOLOGY IN THE DESIGN PROCESS OF PRIMARY SCHOOL MOTHER TONGUE LESSONS

Isroilova Rushana Sunnatovna

Senior teacher, PhD pedagogical sciences

Navoi state pedagogical institute, Republic of Uzbekistan

**Abstract:** This article develops a model of student activation technology in the process of designing primary school mother tongue lessons and describes its level of effectiveness.

**Keywords:** elementary class, design, model, principle, technology, creative activity.

### Introduction

Initially, the knowledge gained as a result of didactic and methodological research on primary school mother tongue lessons, there are a number of advantages in studying the problem of designing students' creative activity in mother tongue education and its content [1, 6, 8, 10]. Such an analysis provides a comprehensive understanding of the topicality of the topic, clarifying the researcher's perceptions of the problem. When thinking about activating students in the process of designing primary mother tongue lessons, its two meanings are explained as follows: in the process of designing primary mother tongue education, teachers and students can distinguish the purpose of learning tasks based on the content and competencies to be acquired by students. consists of elements such as the appropriateness of the educational process to the didactic goals, the compatibility between the teaching material and the learning objectives of uii, the inclusion of developmental and educational goals of education, each of which has its own tasks and tools; The work of activating students in the design of primary school mother tongue lessons is one of the important conditions for the organization of the pedagogical process and its successful conduct.

The design of the pedagogical process should not be limited to the activities of the teacher, taking into account only the content and capabilities of the use of pedagogical tools. It should mainly cover the content of the activities organized by the individual student and the group of students.

The person who is the designer in the research is an elementary school teacher who can always achieve a positive result through his/her knowledge, experience, way of thinking, emotional-value attitude to reality. The design expresses the result of solving certain pedagogical technological tasks, which involves the construction of a particular idea on the basis of the practical application of theoretical substantiation and the achievement of a useful result in practice. Accordingly, this study describes it as a type of professional-pedagogical activity, which includes the design, organization and analysis of the technological process of mother tongue education [2].

### Literature review.

Research methods on language teaching methods and philological problems, pedagogical features of improving various methodological processes in lessons on mother tongue and literature and languages of fraternal peoples, issues of developing students' thinking in Uzbek literary language lessons. A.I.Bekmurodov, Sh.B.Bulekbaeva, A.X.Juraev, F.X.Ibragimova, O.J.Yuldashev, M.R.Kadirova, K.M.Mavlonova, D.Mirzajonova, S.Nazarova, K.D.Riskulova, R.Safarova, A.M.Sultanova, S.S.Tajbenova, M.To'xtaxo'jaeva, N.G.Alavutdinova, S.Sh.Alieva, V.K.Gyulgyuden, O.V.Nefedov, O.N.Svechnikova, N.A.Smetnyova, R.S.Taylyasheva, V.B.Erdynieva, Ya.A.Ponomarev, T.S.Krasota, F.Ya.Baykov, T.I.Shamova, I.V.Dorno, A.L.Wenger, L.A.Conducted by scholars such as the Hungarians, and I.P.Volkov. However, in the work of the above-named researchers, ideas

devoted to the technology of activating students in the process of designing primary school mother tongue lessons have not been explored. Therefore, a comprehensive study of the topic raised in this article is relevant.

There are two levels in the structure of design activities: the creative nature of design, which involves the creation of new knowledge in the form of a project; the individual nature of the design, which reflects the personality of the educator in a project based on the study of the experience of advanced educators [4]. In the design activity should be considered as an element that enhances the professional competence, reflecting the professional competence, theoretical and practical training of teachers in the implementation of pedagogical activities. The theoretical preparation of the teacher for the design activity is based on the fact that he has a high level of design skills and competencies. In this regard, according to the pedagogical scientist GE Muraveva, design skills are defined as the ability to predict the outcome of the development of the didactic process; project implementation planning; design of the technological process for the creation of material resources; introduces modeling issues to obtain new information about an object [11].

In the gradual development of science, the study of the problem of creativity gradually began to move from psychology to pedagogy (didactics), and from there to the field of methodology. As a result, scientific research was conducted in the field of general didactics and methodology. In a number of scientific studies, the problem of student activity and independence in education has been widely studied [3]. Among such researches are I.A.Allayorov, V.M.Karimova, R.N.Sunnatova, R.N.Tojiboeva, P.K.Pidkasistiy, O.R.Rozikov. The research of several scientists, such as, can be included.

**In didactics**, the issue of developing creative abilities in students in relation to problem-based learning has emerged as a separate direction [5, 7, 9]. Scientific and didactic research on problem-based education has been conducted. In particular, while

I.V.Dorno analyzed the means, methods, and principles of organizing problem-based education in general secondary schools [12], R.I.Ibragimov systematically studied the principle of a problem-based approach to primary education in the experience of Uzbek schools [13]. Tatarstan didactic scientist M.I.Mahmutov analyzed the evidence from various subjects, studied the theoretical and practical aspects of problem-based education in relation to the activity and independence of students. has not lost its significance. In particular, M.I.Mahmutov It is noteworthy that compared the study assignments and cognitive assignments. The student learns new knowledge, innovative ways of working through cognitive tasks. After all, the student is actively involved in learning in the process of solving the problem and the task. Learning tasks are a broad phenomenon, they create the basis for the expansion of knowledge, the development of skills [14]. The purpose of problem-based education is "the formation of students' cognitive independence, the development of their creative abilities" wrote M.I.Mahmutov [14].

Pedagogical aspects of the problem of creative organization of education B.R.Adizov's doctoral dissertation on pedagogical disciplines "Theoretical foundations of the creative organization of primary education". He distinguished the creative organization of education as a complex problem and paid special attention to the logical analysis of its content. "The creative organization of primary education is a separate point of view for the purpose of research and analysis of the objective reality-educational process, which reflects the reality of the complex. Thus, it is not possible to substantiate scientific research without a clear idea of the components that make up the problem [15].

B.R.Adizov analyzed the issues of creative organization of primary education in the "researcher-problem" system and divided it into the following components: the organization of creative education, creative mastery of teaching materials by students, the development of creative abilities in students.



All of these issues are explored in the context of “creative education” [15]. B.R.Adizov According to, the organization of creative education is to reveal the connection between the educational material and the educational activity. He classified four different types of communication between the learner and the learning material: contextual; target communication; functional communication; intermediate communication [15]. For these relationships to work, there is a need to change the status of the student in the learning process. Due to this, the author made a thorough analysis of the active participation of students in education, their learning activities. In this study, students' learning activities are considered as an active subject of the educational process, and a number of principles of student creativity are divided into conflict, consciousness, independence, activism, causality [15].

Research methodology. By the time the student arrives at school, he or she will have learned to pronounce all the speech sounds, his or her speech will be enriched with words related to the main word groups, and he or she will have mastered the practice of composing speech from words. Primary school mother tongue education is based on the speech preparation that the student creates before coming to school. Mother tongue education is a two-tier subject, as noted in the previous chapter. Students acquire a very close knowledge of phonetics, vocabulary, grammar of the language. Throughout the academic year, students' theoretical knowledge of the native language improves. Such improvements in mother tongue education are marked by curricula. Elementary school native language programs are structured. Following this principle, mother tongue education is organized through the transition from very simple knowledge to more complex knowledge. For example, in Grade 1, equestrian knowledge is studied under the heading “Words denoting persons and things” [16], while in later grades, the term “horse” is used to further expand equine knowledge [17].

Activating game technologies - (Activating game technologies) are used as a teaching method and independent mastering technology in mastering the subject and subject section. The activating game is organized in the form of knowing and part of it (introduction, reinforcement, exercise, control). Competing teams - is the collection of a large number of ideas, freeing students from the same inertia of thinking, overcoming the ideas that initially arise in the process of solving creative tasks. The development of the experience of creative activity stimulates the development of scientific thinking, the development of new problem-solving skills, conscious research in problem-solving. Performing didactic functions - the formation of mental activity in students; strengthening and applying knowledge; the activity of the future specialist in the learning process consists not only in the study, but also in the development of didactic rules aimed at its implementation; it is envisaged that students will be as close as possible to the future professional activity, character and structure of educational activities.

Pedagogical opportunities (logical, heuristic, integrative, authoritarian, critical, cognitive-pragmatic) approaches to the activation of students through the analysis of the genesis of innovative teaching ideas in the development of technology for activating students in the design of primary school mother tongue lessons and (scientific, membership, mobility, exhibition, optimized levels of preparation for the development of communicative competencies (reproductive A1, productive A1, partially exploratory A1, creative A1) on the basis of interactive methods and creative learning tasks (modeling) principles (activating game technologies, competing teams, performing didactic functions), (goal, organizational, content, outcome) components were improved (Figure 1).

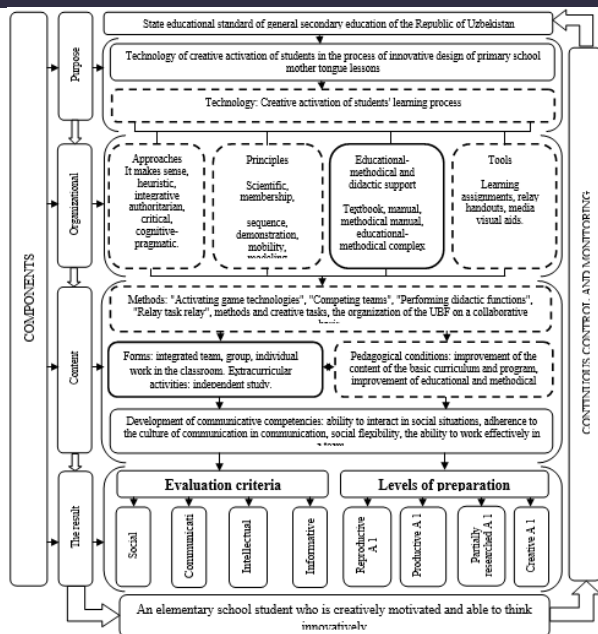


Figure 1. An improved model of technology for creative activation of students in the design process of primary school mother tongue lessons

In general secondary school, the student learns the three aspects of language: phonetic, lexical, grammatical, orthoepic, graphic, spelling, methodical, prosodic, punctuation skills.

Each speech sound is taught in the word structure to organize the mastery of the phonetic aspect of the language in conjunction with the development of students' thinking. The need to teach speech sounds in words also increases the possibility of creative organization of mother tongue education. For example, let's say you are given a task to find and write four words with the letter "i" in both syllables. Such creative work develops students' research skills, increases spelling literacy, regulates children's pronunciation. Teaching the sound of speech in word structure not only develops students' phonemic hearing but also ensures that they understand the meanings of many words. This necessitates the use of cognitive tasks to analyze aspects of speech sounds related to the separation of word meanings. Indeed, good (good) and good (mind, good), good (black dot on the face) and good (condition), palm (pot) and date (dog barking), horn (tree horn, cow horn) and king (king), can be determined by comparing the

meanings of many words, such as khatlab (written, recorded) and khatlab (jump), ham (bent) and de (connecting). In particular, the following comparison task is used based on the above characteristics of the letters "x" and "h":

Homework. Prepare to explain the words in the table in two different ways (Table 1).

Table 1  
Two different interpretations of words

1-column	2-column
Xush	Hush
Xol	Hol
Xurma	Hurma
Shox	Shoh
Xatlab	Hatlab
Xam	Ham

In our language, words are written in one vowel column, starting with the letters "x" and "h". By comparing them, there are many words that differ in the meaning of each word according to the sound (bor, ber, bar, bur, bor, bir), as well as according to a consonant sound (gor, tor, zor, kor, kor, tor, tor). Taking into account these features of speech sounds, the effectiveness of teaching will be higher if cognitive tasks are created and applied to education.

Homework. Twelve words are given. Think about it, how can these words be written in groups of six? cave, bar, ber, bar, jor, excellent, blind, bur, one, net, chalk.

The above assignment can be recommended in the form above for 4th graders with excellent grades. But not all students in the class can complete such an assignment. With this in mind, the task can be tailored to students who are good, intermediate, and low-intermediate by following the following verbal instructions (NK) from easy to complex.

Speech Guide 1: Twelve words are given. They can be divided into two groups that differ according to a single vowel sound, different consonant sounds. Think about how to complete the task.

Speech Guide 2: Twelve words are given. Write them in groups of six words that differ in one vowel sound, one consonant, and one vowel.

Speech Guide 3: Twelve words are given. Divide them into two groups as shown in the example.

Row 1: bar, . . . , . . . , . . . , . . . , . . . , . . .

Row 2: cave, . . . , . . . , . . . , . . . , . . . , . . .

Working on word meanings is especially important in primary school mother tongue education. Work on word meanings is organized in connection with all components of the native language subject. Therefore, in the interpretation of the meanings of words to the sound side of it, the correct pronunciation and spelling of sounds, the development of students' speech is carried out in a complex way.

A word is a combination of two or more phonemes. A phoneme is the smallest unit of distinguishing and distinguishing different words and morphemes in live speech. With any phoneme change in the word structure, the meaning of the word changes or the word becomes a set of non-meaningful sounds. Finding content from speech sounds in a certain sequence is another feature of speech. However, the word has a generalized meaning. For example, cotton refers to the seeds that are sown, the sprouting plant, and the cotton seeds that are separated from the seeds. The word means contextually specific, out-of-context generalized. For example, "Builders created a new city" (in the sense of building), "Artist created a portrait of a worker" (in the sense of drawing), "Abdullah Kadiri created the image of Silver" (in the sense of writing). The verb "create" means to build, draw, write in the context. By teaching word meanings in the context of speech, students also acquire the skills to use words and phrases correctly.

Analysis and results. Experimental work was carried out on the use of a developed model of student activation in the design of primary school mother tongue lessons. The experiment covered 18 primary classes and involved 420 students. The experiment was performed at the 2nd and 17th secondary schools in Navoi, the 6th and 19th secondary schools in Nurata district, the 5th and 2nd secondary schools in Karmana district, the 2nd and 23rd schools in Bukhara, the 43rd and 6th schools in Gijduvan district, the 21st secondary school in Vopkent

district. 2 - general secondary education, as well as 6, 10, 30, 31 in Narpay district, 18 and 4 in Kattakurgan district of Samarkand.

Particular attention was paid to the organization of experimental work based on the theoretical foundations of the process of preparation for the technology of creative activation of students in the process of innovative design of primary school teachers and primary school mother tongue lessons. The experimental work was carried out in three stages during 2017-2019.

A total of 420 students were involved in the experimental and control groups. Of these, a total of 136 people in the pilot work on the example of general secondary schools (regional) in Navoi region (70 people in the pilot group, 66 people in the control group) and a total of 140 people in the pilot project on the example of secondary schools (regional) in Bukhara region, (72 people in the experimental group, 68 people in the control group) and 144 students (70 people in the experimental group, 74 people in the control group) took part in the experimental work on the example of general secondary schools (regional) in Samarkand region.

At the end of the experiment, a mathematical-statistical analysis based on the Student-Fisher criterion was performed to check the reliability of the results of the students in the experimental and control

group. Using this criterion  $\bar{X} = \frac{1}{n} \sum_{i=1}^4 n_i X_i$ ,

the appropriate mean values for the samples were used, and the formulas  $A \% = \frac{\bar{X}}{3} \cdot 100\% - \frac{\bar{Y}}{3} \cdot 100\%$  were used to determine the mastery indicators. According to the calculation, the average mastering rate of the experimental group was higher than that of the control group, ie increased by 11,7%.

### Conclusions and suggestions.

It is important to increase the effectiveness of mother tongue education in the primary grades through the creative organization, to improve the quality of preparation of young



people for life relationships, production and social relations.

At the same time, the central issue of the problem of designing students' creative activity in mother tongue education is psychological, pedagogical, didactic, methodological, which includes programs that comprehensively cover the essence of the systems "educational content and creative education", "teaching and learning design", "student activity and creative activity". In addition to substantiating, modeling education in project education, creating a favorable psychological environment for learning, it is necessary to use the results of science in the field of person-centered learning tools, the design of creative activities of students.

In the process of designing technologies for activating students in primary school mother tongue lessons (communicative, information work, self-development, socially active citizenship, national and cultural, mathematical literacy, awareness and use of scientific and technical innovations) in the development of basic and general science competencies (educational tasks, relay handouts, media visual aids) tools and (activating game technologies, competing teams, performing didactic functions, relay task relay) based on improving the use of interactive teaching methods (sociality, convenience, science, mobility, membership).

It also requires the formation of scientific ideas to ensure freedom of speech and speech development (reproductive A1, productive A1, partially exploratory A1, creative A1) to achieve a level of creative mobility in the process of designing technologies for activating students in primary school lessons.

## **Literature:**

1. Bakieva X.S. Methods of developing speech and thinking through independent learning in primary school students //Abstract of the Doctor of Philosophy (PhD) in Pedagogical Sciences. Nukus. 2019. 47 p.

2. Tajbenova S.S. Methods of teaching students to apply theoretical knowledge in practice in native language lessons (on the

example of primary classes in Kazakh and Uzbek languages) //Abstract of Doctor of Philosophy (PhD) in Pedagogical Sciences. Nukus. 2018. 52 p.

3. Nishonova Z. Psychological bases of development of independent creative thinking //Abstract of the dissertation for the degree of Doctor of Psychological Sciences. Tashkent. 2005. 38 p.

4. Urazova M.B. Improving the technology of preparation of future vocational education teachers for design activities //Abstract of the Doctor of Sciences. Tashkent. 2015. 10-21 p.

5. Safarova R. and ot. Selection and systematization of learning situations aimed at expanding the cognitive activities of students //Methodical manual. Tashkent. Science and Technology, 2013. 12 p.

6. G'afforova T., Nurillaeva Sh. Didactic games and independent work in primary school native language classes. Karshi, Nasaf. 2003. 53 p.

7. Husanboeva Q. Fundamentals of teaching independent thinking in literary education. Tashkent. O'zinkomtsentr, 2003. 103 p.

8. Qosimova G.H. Didactic opportunities for the formation of self-assessment and diagnostic skills in primary school students. Tashkent. Fan. 2007. 104 p.

9. Quronov M. Scientific and pedagogical bases of national education in general secondary schools of Uzbekistan: dissertation for the degree of Doctor of Pedagogical Sciences. Tashkent. UzPFITI named after Qori Niyazi. 1998. 157 p.

10. Kholmatova Z.A. Didactic conditions for the formation of a culture of dialogue based relationships in primary school students //Abstract of Doctor of Philosophy (PhD) in Pedagogical Sciences. Nukus. 2019. 48 p.

11. Urazova M.B. Improving the technology of preparation of future vocational education teachers for design activities //Abstract of Doctor of Pedagogical Sciences. Tashkent. 2015. 10-21 p.

12. Dorno I.V. Problematic learning at school. M. Enlightenment. 1984. 31 p.

13. Ibragimov R. Didactic bases of formation of cognitive activity of primary



school students //Dissertation of Doctor of Pedagogical Sciences. Tashkent. 2002. 265 p.

14. Makhmutov M.I. Organization of problem learning in school. M. Enlightenment. 1977. 240 p.

15. Adizov B.R. Theoretical bases of creative organization of primary education //Abstract of Doctor of Pedagogical Sciences. Tashkent. 2003. 44 p.

16. G'afforova T., Shodmonov E., Gulomova X. Mother tongue //Textbook for 1st grade. Tashkent. Sharq. 2016. 111 p.

17. Ikromova R. and others. Mother tongue //Textbook for 4th grade. Tashkent. Teacher. 2002. 224 p.