



DOI: **10.5958/2278-4853.2021.00031.8**

THE GRADUAL DEVELOPMENT OF NATIVE LANGUAGE TEXTBOOKS FOR GRADES 3-4 IN PRIMARY SCHOOL

Khayrullayeva Dilnoza Nurmat kizi*

*2nd year of Master Student,
Faculty of Preschool and Primary Education,
Theory and Methods of Education and Training (Primary Education),
Bukhara State University,
UZBEKISTAN

ABSTRACT

The following article deals with the development stages and history of Uzbek language as a native language education in primary school. attention to education, so that students did not get bored during the lessons. . The rise of culture and enlightenment has made a worthy contribution to the history of written culture. The concept of primary education, the new edition of the State Education Standard for Primary Education and the unified State Education Standard, as well as the corresponding curricula were adopted. Consistent work will be needed to achieve the goal. Because sound is a complex concept, it is not defined in elementary grades, but practical work is done.

KEY WORDS: *Historical Development, Root, Suffix, Syllables, Sound, Structure, Speech.*

INTRODUCTION

Teaching students to read and write in primary school dates back to ancient times. Although the mother tongue did not emerge as a science, the teaching of the alphabet, reading texts, understanding the content, and analysis were carried out on a regular basis. If we look at its historical development, the content of education was changed in the I-VIII centuries BC, in the previous period the study of the works of Greek thinkers formed the basis of literacy, by this time the study of the Arabic alphabet and numbers reached, and they focused on developing reading, writing, arithmetic, observation, and work skills. In this period primary education focused on meeting the needs of knowledge acquisition, and on the basis of them were inculcated in the minds of learners spiritual and moral qualities, work skills, conscious attitude to the environment, and based on universal values. There were also positive changes in the content of Native language education in the “First Renaissance”, IX-XII primary education. Our great

thinker Abu Rayhan Beruni, while talking about imparting knowledge to the reader and making him literate, paid special attention to the appearance of paper, writing and its origin, various writing symbols, teaching aids. The scientist showed different ways, forms and methods of education to attract students' attention to education, so that students did not get bored during the lessons. In particular, he said, "Our goal is not to bore the reader. It will be boring to read one thing. If a student moves from one subject to another, it will be like walking in different gardens, and soon another garden will begin. It is not in vain that it is said that everything new brings pleasure to a person, it is possible to understand the requirements for the content of education and lesson planning" [99p.]. Abu Ali ibn Sina, better known as Shaykh ur-Rais, said, "First of all, a teacher should teach his students good qualities, and then they should study their Native language and Literature."

In general, the emergence of writing has been one of the important didactic foundations in the intellectual development of human society, in the transmission of information and data to the right places. The results of Mahmud Saadi's research on the history of writing are significant in this regard. In particular, the article "Cradle of Writing Culture" has a valuable resource. He said: "Writing is one of the great inventions of man. It plays an important role in the socio-political and cultural life of society. Central Asia, especially Uzbekistan, is one of the oldest centers of writing culture. The rise of culture and enlightenment has made a worthy contribution to the history of written culture. It has always been at the forefront of the peoples of the East. This is a great event in the history of our people, our statehood and our spirituality"[52p.].

Evidence of this idea can be found in the research work of Professor Mirsodiq Ishakov. He noted that the peoples of Central Asia began to create alphabets 2,800 years ago. He said: "This high cultural phenomenon testifies to the fact that our ancient ancestors knew the nature of human speech. By creating writing, the spiritual resources of society are reflected in the text, political, administrative, economic relations are regulated, in short, statehood, information space and "The writing culture" of the peoples of Central Asia, including the Uzbek people, was formed from the earliest stages on the basis of the compatibility of sounds and letters" [99p.].

The XIV-XVI centuries were a particularly important period of the Eastern Renaissance, when there were positive changes and development in all spheres of education. Madrasahs were established. The focus on science and enlightenment was growing stronger than ever. One of the great figures of this period, Muhammad Taragay Ulughbek (1394-1449) paid special attention to educational technology, the content and teaching methods of textbooks taught in madrasah, and set serious requirements for the authors. He indicated that textbooks written for madrasahs should be enriched with new content. No matter what science, event, or incident had reflected in the textbooks, they should not be far from the reality of life. First of all, textbooks should be written in a simple and clear way, free from the complexities of the Arabic language.

Babur paid great attention to the basics of student literacy. He invented the alphabet and called it the "Letter of Baburi". During this period; the foundations of understanding the practical significance of the sciences were created with the help of the basics of early literacy and elements of computational thinking.

In the seventeenth and eighteenth centuries, primary education developed Native language education, and Uvaysiy could teach the learners to write and read, and Arabian graphics, but also she taught girls the art of music and poetry, quick thinking, beautiful speech, radif and chistonriddles. These teaching methods were a testament to the unique teaching style of the

Uvaysiy in helping students to develop their thinking skills, focus on their surroundings, and develop as intelligent refined artists.

Later, textbooks on primary education also began to appear. The pedagogical works of the enlightened pedagogues and thinkers of our country and the alphabet, textbooks were used in schools and madrasahs.

In the late 19th and early 20th centuries, new methodological schools were opened in Turkestan, and enlightened teachers began to create various textbooks and manuals for these schools. Behbudi, Munavvarqori, Fitrat, Abdullah Avloni, Ibrat, Hamza and others were active in this field and took an active part in this work.

In 1919, Fitrat and K.Ramazan compiled a manual "Ways of Agreement" on the theoretical issues of the Uzbek language. This work had a positive effect on the emergence of subsequent language lessons. Elbek's first textbook "Ways of Writing" was also created on the basis of "Ways of Agreement". While "Ways of Agreement" was created as a guide for teachers, Elbek's "Ways of Writing" was created in the form of a textbook, since the "Writing Ways" was issued lessons were designed for elementary school students. Elbek's textbook, "The Ways of Writing" was written in simple language in 1921, based on the resolutions of the Language and Spelling Congress. The linguist tried to use as pure Uzbek terms as possible in compiling the textbook "Ways of Writing" [109]. Abdulla Avloni's "The Last Textbook of the Alphabet" – "Ikkinchimuallim" (The Second Teacher) (1912) was reprinted for 3 times.

Fitrat published "Grammar of the Uzbek language" ("Sarf, Nahv", was published for six times in 1924-1930), "Rules of literature", "About Aruz" and others. His only article, "Tilimiz" (Our Language) was crucial in assessing the content of education. It proved that it was possible to make 98 words from a single "bil" root, and that the vocabulary of the Uzbek language is richer than that of the Persian and Arabic languages.

Based on the study of the activities of the Jadids, the following conclusions can be drawn that they have worked hard to organize more schools and prepared textbooks for them (Alphabet, Reading Book, "Muallimisoniy" First teacher), "Muallimiavval" (Prior teacher).

In 1938, Oqilhon Sharafiddinov, who had studied the works of the Jadids, compiled and recommended the use of the textbook "Alphabet". This textbook was published in Latin and Cyrillic scripts and was written in the national spirit, covering many years of experience, from easy to difficult, from simple to complex methods.

In 1967-1968, this textbook was reprinted and published. By 1974, secondary education was reformed and changes were made to the content of education, including primary education.

During this period, the content of the primary education plan was updated at the level of development of society and the requirements of the time. In general, when focusing on the historical-developmental stages of primary education, the requirements for primary education have become a key issue in the formation of the content of this stage of education, ie the formation of literacy and computational thinking in students and attitudes to the world around us. If we look at the development of Native language education in primary education during the period of independence, it is important to point out the following aspects.

The concept of primary education, the new edition of the State Education Standard for Primary Education and the unified State Education Standard, as well as the corresponding curricula were

adopted. This work led to the improvement of the content of the subject of mother Native language in primary education.

That is, the formation of the content of the Native language of primary education in accordance with the requirements of modern development has become urgent.

For example, special work was required to develop the following skills: to express an idea in a logical sequence; create complex texts that are gradually expanded within a specific topic; a detailed description of a particular topic; be able to effectively use the expressive possibilities and vocabulary of the native language in describing the topic; adherence to spelling and methodological requirements in text creation.

In the primary grades, teachers are required to form and develop students' independent, critical and logical thinking skills, to be able to express themselves independently, to apply their knowledge in social activities and to provide the necessary level of preparation to continue reading in the second stage of education.

The main purpose of teaching mother tongue in primary school is to develop children's oral and written thinking according to their age, to shape them as individuals, to develop their interest in learning, to achieve activity, independence, diligence, ability to overcome difficulties. Developing children's mental and intellectual abilities will allow them to master the sciences in the future. The mother tongue program in the primary grades includes the following knowledge:

1. Literacy teaching Extracurricular reading and speech development.
2. Extracurricular reading and speech development.
3. Develop phonetics, grammar, spelling and speech in the classroom.

In the process of teacher training, it is planned to organize the lessons theoretically, practically and methodologically, to inform teachers about innovations in this field, to introduce advanced pedagogical innovative methods. The importance of knowledge of phonetics in the acquisition of oral and written speech by young students is great: a) they are taught to read and write based on phonetic knowledge. b) phonetic knowledge is the basis for correct pronunciation of a word. c) phonetic knowledge, along with knowledge of morphology and word formation, is the basis for the formation of a number of spelling skills in students. g) Phonetic knowledge is necessary for correct pronunciation, stress, speech according to the tone of the sentence. d) It is important to know the sound side of a word, to understand its meaning, and to use it consciously in speech. According to the program, primary school students acquire phonetic-graphic skills: sounds and letters, vowels and consonants, pairs of voiced and unvoiced consonants, word division into syllables, accented syllable separation. Even before they come to school, children practice mastering the division of words into syllables, the sound structure of speech, but they do not know how to pronounce the sounds in a word correctly and consistently until they read it specifically. Consistent work will be needed to achieve the goal. Because sound is a complex concept, it is not defined in elementary grades, but practical work is done. The leading method is to observe the pronunciation of sounds in a word, the lexical meaning of a word, and its dependence on the content of sounds in a word. For example: “aka-uka, kul-gul”. Work on the phonetic structure of the word begins in the period of literacy training. They learn to analyze a word from the sound: for example, in the Uzbek word “kel” k,e,l letters and “yomg’ir”y,o,m,g’, i, r letters have sounds. This will help you to type and pronounce the letters in the word without dropping them. Work on the phonetic structure of the word will continue in grades 2-3-4. Sounds

are divided into 2 groups: vowel and consonant sounds. The following signs are taken into account when explaining it to students: 1. The method of pronunciation. 2. Involvement of sound and noise 3. Feature of joint formation. Students are not allowed to memorize these characters. He is taught by the method of character observation. The Uzbek syllable is a vowel syllable, the sound is represented by a letter in the syllable. Grade 1 students should know the following:

1. We pronounce and hear sounds.
2. We see and write the letters.
3. The letter “j” represents 2 sounds.

In Grade 1, the observation method is used to study voiced and unvoiced consonant sounds. Students should be actively involved in the observation. To do this, words such as paqir-paqir, dil-til, which differ in only one consonant sound, are compared, and the difference between the consonants b-p, d-g is explained in practice. In the same method, with and without pairs of voiced and unvoiced sounds, the prepared exhibition is brought to the attention of students.

Plosive consonants (in Uzbek alphabet): b, v, g, d, z, j, g', y, l, m, n, r, ng. Fricatives: p, f, k, t, s, ch, sh, x, q, h. It is enough for children to know that even when unpaired consonantal consonants come at the end of a word, their pronunciation corresponds to the oppression. There is no such harmony when there are pairs of resonant consonants at the end of a word. Hence, students should develop the following skills and competencies in the spelling of consonant sounds:

1. Distinguish paired and unvoiced consonant sounds.
2. It is necessary to check that such a word is audible, so that there is a consonant pair of consonant sounds at the end of the word.
3. That the consonant sound is not replaced by another sound when it comes before the vowel sound.
4. Comparison of the consonant letter in the word to be checked and checked (book).
5. The definition of a joint is not given in elementary classes.
6. Students will learn that the more vowels there are in a word during literacy teaching, the more syllables there will be.
7. A student who can distinguish words into syllables can spell them correctly.

This requires regular work, and during the doing activities:

One letter cannot be left on the previous line and cannot be moved to the next line.

CONCLUSION

It is necessary to pay more attention to places such as moving words with the letters “ng, ch, sh” to the syllable. In this case, the emphasis falls on the last syllable, the emphasis shifts with the addition, in some words, the emphasis may not be on the last syllable, and is strengthened by various exercises. The accent will be introduced in 2nd grade. Students will be interviewed about the emphasis. One of the tasks of educating students is to form their worldview. The leading condition for purposeful work in solving this task is the successful development of the student as an individual. In carrying out such a task, speech competencies will be developed in the next generation by perfectly explaining native language lessons to primary school students.

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