

ISSN:3032-1123



Effectiveness of Using the Cognitive-Pragmatic Method in Primary-Grade Mother Language Education

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Received: Nov 28, 2023; Accepted: Dec 29, 2023; Published: Jan 30, 2024;

Abstract: The article discusses the use of elements of the cognitive-pragmatic method in the process of mother tongue education of the primary grade, the development of students' thinking in mother tongue classes and its directions.

Keywords: continuity of native language education, content of native language education, students' thinking, phonemic listening, orthographic competence, prosodic competence, creative tasks, speech culture.

Enter. The focus on education is increasing day by day, as a result of which new innovative textbooks are being developed for the convenience of students. It is noteworthy that increasing the efficiency of mother tongue education is in the center of attention of researchers, but it seems that not enough importance is given to the problem of how to choose a way to convey knowledge to the student, to educate the student as a creative person. In particular, in the middle stage of continuous education, mother tongue education based on the inductive cognitive-pragmatic method has already been established. But elementary education is still stuck in retroscopic (reproductive, demonstrative) method, which relies on deduction. It is true that the retroscopic method must lead in the elementary education section, which gives the alphabet of literacy, spelling, knowledge and modern sciences. However, in our opinion, we think it is time to use the elements of teaching students based on the cognitive-pragmatic method from the primary grade to ensure continuity in education. Because the development of the student's thinking is considered the main goal of modern education. This requirement is reflected in the program and DTS. This sets the task of partially updating the content of existing textbooks. Nowadays, the content of mother tongue education in classes includes four areas of knowledge. These are the following:

First route. Mastering elementary knowledge about the building blocks of the native language. In this, students learn the basic knowledge of speech sounds and letters, vowels and consonants, voiced and unvoiced consonants, syllables, open and closed syllables, and the rules of syllable transfer. Also, they will have the first ideas about differentiating words and their meanings, grouping according to word meanings and questions - noun, adjective, number, verb.

The second direction. The acquisition of basic scientific information from the mother tongue is taught in close connection with the formation of speech skills. The need to speak in the mother tongue and to record what is said in writing, to speak and hear, to realize the thought through the medium of speech creates opportunities for students to form various speech skills and raise them to the level of competence.

Analysis of literature on the topic. In the years of independence, the science of mother tongue teaching methodology has developed to an incomparable level. During these years, a number of dissertations were defended on the methodology of mother tongue teaching. In these studies, the

problems related to the methodology of teaching the mother tongue were studied theoretically and experimentally: in the research conducted by A. Ya. Bobomurodova(1) the use of games and tasks in the education of the mother tongue, in the dissertation of T.U.Ziyadova(2) the possibilities of the education of the mother tongue to develop students' speech analyzed in detail. There are also studies on the development of the thinking of students from the mother tongue. M.S.Saidov(3) studied the ways of applying educational tasks designed for children's thinking to mother tongue education, and gave specific recommendations in this direction. T.T.G'aniev(4) analyzed the problem of increasing the cognitive activity of students during exercises in their native language.

Analysis and results. The skills developed in the subject of the native language of primary classes are analyzed by dividing them into the following groups.

1. Phonemic listening skills - the ability to hear and hear speech sounds correctly, to distinguish word meanings according to speech sounds, to pronounce stressed and unstressed syllables, to say and hear words in a sequence of syllables.
2. Graphic skills - writing each speech sound with its own letters and symbols.
3. Orthographic skills - writing the word and its components - the stem and base, formative, modifying, qualifying adverbs, separate and added words, word combinations, proper nouns based on orthographic rules.
4. Stylistic skills - to form a text by observing the order of sentence parts in a sentence without repeating the word and its components in the text.
5. Competencies of correct use of punctuation marks in written speech - correct use of punctuation marks such as period (.), question mark (?), exclamation point (!), comma (,) in the text and revitalization of the text provided for in the programs of primary classes and State Education Standards, i.e. to carry out activities in compliance with them while studying.
6. Prosodic skills - speech tempo, pitch, diction, reading and speaking skills.

The third direction. Development of creative experience. The child acquires social experience and means of mastering it through the medium of the mother tongue.

The fourth direction. Forming an attitude towards the language, through language, to the people who are the creators of the language. This direction is the leader in the education of the mother tongue of primary school, and it requires education of children based on language knowledge, attitude to nature and social phenomena.

By following the directions explained above, it is possible to manage the process of creative mastering of the content of primary school mother tongue education. For this, it is necessary to analyze the content of the subject of the mother tongue of the primary grade. The problem of introducing elements of the cognitive-pragmatic method into the process of primary-grade mother tongue education has not yet been specifically studied theoretically and practically. The purpose, tasks and possibilities of organizing the process of mother tongue education in primary classes based on the elements of the cognitive-pragmatic method have not yet been analyzed and comprehensively studied; the effectiveness of creative assignments in accordance with the knowledge capabilities of elementary school students and the content of elementary school mother tongue education has not been analyzed from a theoretical and practical point of view. Is it possible to distinguish between creative and non-creative learning tasks in mother tongue education? In teaching by introducing elements of the cognitive-pragmatic method into the process of mother tongue education in primary grade, it is necessary to pay special attention to the following:

1. Teaching on the basis of elements of the cognitive-pragmatic method in the process of primary-grade mother tongue education is an independent system with its own theoretical and practical basis, that is, its own goals, principles, and methods.
2. Teaching based on the introduction of elements of the cognitive-pragmatic method in the process of primary-grade mother tongue education is aimed at stimulating children's internal affects—emotions, motives, and interests.
3. The introduction of elements of the cognitive-pragmatic method into the process of primary-grade mother tongue education is a leading means of developing students' thinking and independent thinking skills.
4. The introduction of elements of the cognitive-pragmatic method into the education of the mother tongue of the primary class leads to the improvement of the efficiency of the educational process and the quality of children's learning.

One of the main tasks of mother tongue education at school is to develop speech culture in students. Cultural speech is distinguished by the uniqueness of the national language, clarity of meaning, colorful, diverse, and artistic expressiveness of words. The oral form of cultural speech should conform to the orthoepic standards of the literary language, and the written form should conform to the standards of orthography and style.

Speech culture is formed as a result of organizing students' mental and practical activities based on literary language standards. The norms of the literary language are the rules that are recognized by everyone and must be observed by all speakers of this language. Literary language norms include existing words in a given language, word construction, word formation and word change models, word combinations, rules of correct use of words in speech.

Speech activity is a person's activity that is his own activity, one of the individual's own comments, desires and requirements second to the individual transmission, second of the individual while of the first thoughts understand get, his requirements confirmation or denial in the form of answer to return with is characterized. So, speech in the activity two person: message the transmitter is the speaker and acceptance the doer is the listener participation is enough.

Speech activity in the process Both the speaker and the listener are words, words compound and to the point relies on Word, word compound and the "saying" feature of the sentence to the speaker, the feature of "hearing". to the listener service does _ Meaning of "Speaking" and "Hearing". sonority is the language the first shape - oral is a speech. Say it visible (record) and readable feature of the tongue second form - written is a speech.

In education oral and written speech to himself special features account get, their mutual relatedness compliance to do extremely necessary _ Grammar in training speech to the goal according to the word choose ways to the students teaching, words meanings to open through children right speech make up secrets take over they go A student speech to the goal according to words how much fast choose speech if possible in the activity that's all active participates. School grammar consistent study _ as a result of students speech in the process active which ensures their participation speech abilities content finds _ Speech ability what _ Current time psychology studying from problems one person ability is the issue. Person _ to psychology according to ability a person activity requirements answer give will receive of personal individual characteristics ensemble or is a synthesis. Speech ability a person of ability one appearance is counted. It is necessary to organize the process of elementary school mother tongue education in the context of creative education with elements of the cognitive-pragmatic method. This is of great importance in increasing the effectiveness of education, improving the quality of preparing young people for life, production and social relations. But despite this, there are misunderstandings in the field of distinguishing creative education from non-creative education among science experts, as well as school teachers. Therefore, all the independent work

given to students is considered as creative work. Another controversial issue is the question of distinguishing creative work from non-creative work. It can be seen from these that the introduction of elements of the cognitive-pragmatic method into the process of primary school mother tongue education is a methodological phenomenon. The application of elements of the cognitive-pragmatic method in the process of primary-grade mother tongue education is:

- changing the status of the student in education, turning him into a subject of the educational process;
- transfer of education outside the scope of standard education,
- directing students' activities to the complex of knowledge, skills, experience of creative activity, relationships;
- organization of education according to specific goals, means, results, motives;
- education aimed at thinking;
- it means directing students' learning to the perspective (to become a person with developed creative thinking in the future).

Conclusion. In the cognitive-pragmatic education method, the subject of the educational process is an active learner, the center of the educational system is the student. A student is not taught, he learns, and all components of the educational process should be aligned with this. Therefore, mother tongue lessons should also be lessons of thinking, reasoning lessons, the need to acquire masterpieces of knowledge - search, find, analyze and apply - use lessons. The elements of the cognitive-pragmatic educational method should be used in primary school mother tongue classes. This is inextricably linked with the need to form the skills of independent thinking, searching, finding and effectively using what is found in children aged 7-11 years, with a special interest in creativity and creativity, based on the internal capabilities of the mother tongue.

Incorporating elements of the cognitive-pragmatic method into the process of primary-grade native language education means introducing native language education aimed at developing students' initiative, independence and thinking-based consciousness, forming a person who thinks creatively and expresses his opinion fluently.

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