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**FORMATION OF MENTAL EDUCATION THROUGH THE USE OF DIFFERENT METHODS IN  
THE PRIMARY CLASS MOTHER TONGUE CLASSES*****Bakhtikhon Kurbanova****Associate professor of FARSU, Uzbekistan****Sitora Ibragimova****Graduate student of FARSU, Uzbekistan****Jurayeva Nargiza****Graduate student of FARSU, Uzbekistan*

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**ABOUT ARTICLE**

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**Key words:** Imagination, logical thinking, thinking, integration, remembering, memory.**Abstract:** This article talks about games that teach students to be resourceful and expand their thinking in primary-grade mother tongue and reading literacy classes.**Received:** 12.05.2023**Accepted:** 17.05.2023**Published:** 22.05.2023

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**INTRODUCTION**

As we know, nowadays, the mother tongue and reading book have been combined in the primary grades, and it has been released as mother tongue and reading literacy. These textbooks, unlike the previous ones, require the student to think more broadly, to be creative, to have freedom, to have an independent opinion, to approach the situation in a comprehensive manner. This, in turn, requires expanding the student's worldview and increasing his thinking ability. For this, it is necessary to use tasks, methods and games that encourage the student to think, independently search, and reason when conducting mother tongue and reading literacy classes.

3rd grade mother tongue and reading literacy textbook, Tomorka chapter is presented. During the passage of this chapter, the game "Find my identity" can be played, integrating science and English. In this, the teacher writes down the names of fruits, vegetables and vegetables in English and distributes them to the students. Pupils take turns saying the name of the crop given to them in English. For example, apple, melon, carrot, potatoes, watermelon, pear... The rest of the students will find the Uzbek name of this crop, whether it is a fruit or a vegetable. Also, playing the "Find the Extra" game throughout

the same chapter encourages students to think logically. Increases the ability to think and encourages the expansion of thinking. In this game, there are four handouts with the name or picture of a crop. These crops differ from others in some respects. It is that distinctive crop that is considered surplus: apples, pears, melons, bananas; turnip, radish, cabbage, radish, etc. After playing this game, students are given a task to find two similar examples at home. This assignment encourages students to be inquisitive, creative, and in turn teaches them to differentiate between crops. On page 103, the stage of appearance of bread is given. The students are told to close the books after looking carefully at these pictures once and when the books are closed, the pictures given in the book will appear on the screen with shuffled numbers. Without using the book, the students write the numbers of the sequence of appearance of the bread in their notebooks and share with their classmates. The teacher displays the original version on the screen and writes down the sequence of numbers, and the students say whether their partner is right or wrong. In addition, the following games can be used, adapted to the topics of the mother tongue and reading literacy textbooks:

#### "You teach" method

In this case, before the teacher gives any information, half of the students sitting at the desk cover their ears. The rest are instructed to listen carefully and remember the information and explain it to their partner. Through this, the student is interested in remembering and conveying more information. By explaining to a friend, the student's level of expression and ability to explain is formed. By reciting what you remember, memory is strengthened and thinking expands.

#### "Builder" method

In this game, topic reinforcement questions are presented behind the builder's materials. The builder will have to find answers to the questions in order to build the playground. A picture of a children's playground is provided on the display. Students take turns to answer questions. The student who answered correctly will have to place the building material in his hand in a net. In this game, students both reinforce the theme and build a playground through their imaginations.

#### "Rich reader" method

This game is introduced at the beginning of the lesson. In this case, students' answers to questions during the lesson, their participation in the lesson will be counted in the amount of money, that is, for one correct answer, one thousand soums will be written to the name of the student. The teacher records it, and at the end of the lesson, the student who collected the most amount of money is declared "Rich student". The teacher explains that being rich here is not material, but spiritual wealth, that a student is rich in knowledge, and that every acquired knowledge is a wealth.

#### "We are friends" method

This game is designed to be used to review a chapter or chapter, and it also helps to divide students into groups. In this case, words and topics related to several topics are given to students on cards, and students who receive a certain topic and words related to this topic form a group.

#### "I got it" method

In this game, before starting a new topic, the teacher asks students for terms and concepts related to this topic. In most cases, the reader barely knows the information of the new topic or gives some ideas in the abstract, but not completely. In this case, the teacher emphasizes to the students to listen carefully to the topic and master it, and at the end of the lesson, he will play the game "Understood". After the next topic is covered, assignments and exercises are completed, the game "Understood" is held as a means of strengthening the new topic, that is, the students who were asked a question at the beginning of the lesson stand up and those questions are repeated. is given. When answering, the student continues, "I understood the answer."

The 1st grade mother tongue and reading literacy textbook covers the sound and letter Nn in the chapter "I and the World". In addition to teaching the pronunciation of the sound Nn, the writing of the letter Nn, in which places the word is found, it is necessary to explain each word beginning with n given in the textbook and provide it to the students in full. In particular, ladders and ladders are tools that help people in doing chores, and it is necessary to explain that they should be used carefully, and that pears and bread are gifts of nature, which should be appreciated, respected, and not wasted. It is necessary to ensure that the student not only understands, but also acts on these things. For this purpose, the cartoon "Little Red Riding Hood" about bread will be shown, and a conversation will be held with the students using the brainstorming method:

1. What are pears and bread?
2. What are their differences?
3. What would you do in the girl's place?
4. What would happen if there was no bread in the world?
5. Who mainly uses ladders and ladders?

Through such questions, students should be encouraged to think, think, and be directed to apply what they know correctly in life. These questions motivate the formation of students' intellectual education, preservation of natural resources, careful use of equipment. At this point, we recommend that you sing along to this poem during a moment of relaxation in this lesson:

A minute of rest;

Bread is my dear gift

I can eat bread and increase my energy

I will not waste bread

I will not stay here.

The 2nd grade Mother Tongue and Reading Literacy textbook is also very unique, encouraging the teacher and the student to approach, think, and explore from all sides. Of these, we will focus on task 1 on page 105. We will do this task by working in small groups, that is, the students of the class will be

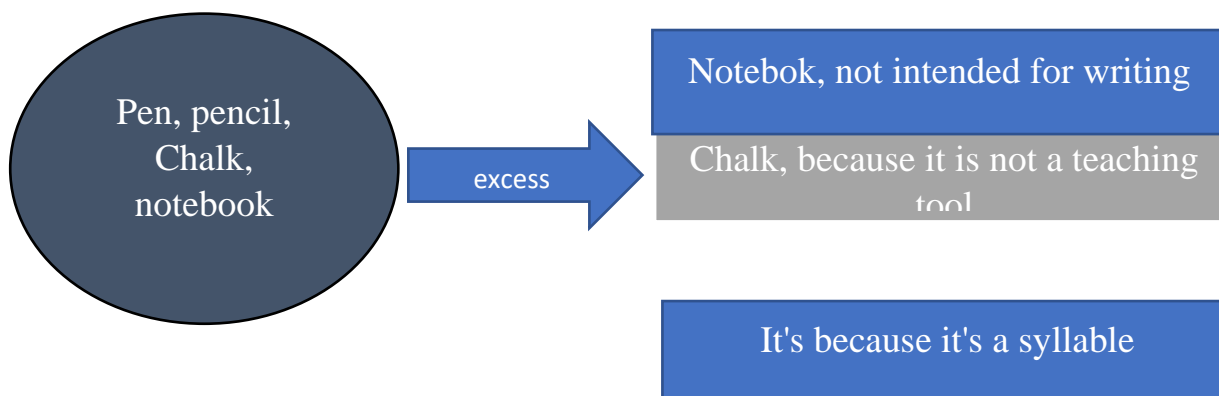
divided into several groups of no more than 6. We will look at the example of 3 groups. After the teacher explains the task, the groups mutually interpret the words given in the task and agree on which case they can be used. They tell the agreed information through the game "Continue". In this case, the teacher writes words on 3 pieces of paper and gives them to groups. Groups say the word that comes to them and continue:

Group 1. In class...

Group 2. On the way...

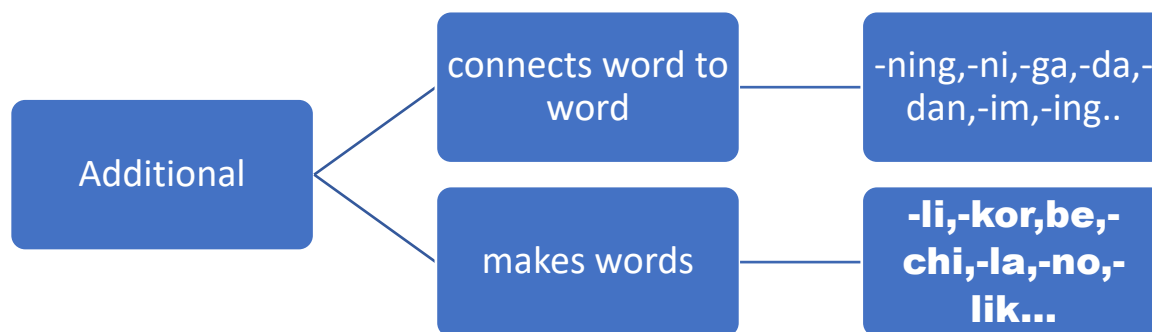
Group 3. On the market...

Groups take turns continuing the words in this section. When a student from group 1 says a word that is used in the lesson, group 2 says that it is used on the road, and group 3 says that it is used in the market. In addition to the words given in the textbook, they create additional examples by themselves. It sharpens students' minds and increases their competence to use words correctly in different situations and places. By writing the conversations of the people given in the next assignment, students' communication culture will increase and their intellectual education will develop. In addition, in the lesson of the 2nd grade, the section "Strange inventions" is given, and in the reinforcement lesson of this section, the game "Find the surplus" can be played. z writes. Some of these words differ from the rest in one aspect. Students will find this word. For example, among the words invention, robot, innovation, discovery, the word robot is redundant. In addition, in this game, the student's opinion is not called a mistake and there will be no mistakes. They only have to explain why the word they chose is redundant. Here is an example of a string of words:



After the two examples given above are discussed by the teacher and everyone understands, the students are divided into three groups, and each group makes a series of similar words and writes them on paper, and the groups write the words made by the other group. they find a surplus from the line. Through this game, students learn to think comprehensively, to pay special attention to each aspect, and to be meticulous.

Students should write task 9 on page 117 of the 3rd grade Mother Tongue and Reading Literacy Part 1 textbook. For this, the teacher must first provide information about additions to the students and explain their use.



After that, the teacher conducts the game "Who am I?" For this, it shows a picture of two baskets on the screen, one of which is a word-maker, and the other is a word-to-word linker. The teacher gives handouts to each student. The reader tells in which basket the addition written in the distribution is placed, that is, finds out who it is. The teacher puts the addition that the student has in the basket indicated by the student. If it is correct, muscles will shoot on the screen, if it is incorrect, the screen will say "Who am I? The word " turns.



**Word builder**



**Connects word to word**

In the 4th grade mother tongue textbook, there is a separate section for word groups, and after each word group is passed, we usually get the topic. During such reinforcement, the following game "Escape from uniformity" can be played. In this case, if we take the example of adjectives, each student will have to write adjectives that begin with the letters of his name. If we give one word and ask to write adjectives starting with the letters of this word, it will be observed that most of the words will remain the same even if the students copy from each other or not. When students write in their own name, such uniformity is less observed. When the teacher gives the assignment, since everyone's name is different, in order to ensure the accuracy of the assignment, it is necessary to set one amount, for example, for the first 5 letters of the name. If there are students in the class with 3 or 4 letter names, they can write adjectives for 5 letters of their last name.

In conclusion, it can be said that the effective use of various methods in the process of managing meshes in the beginning class on language and reading literacy classes, ensuring compliance with the topic, age feature, interest of students in the selection of methods-is of great importance in the formation of mental abilities of students and increasing the effect of the lesson.

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