

USE OF PROBLEM-BASED LEARNING METHODS AND DIDACTIC GAMES
IN 5TH GRADE UZBEK LANGUAGE LESSONS

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Annotation: *The article discusses the use of the most effective methods of teaching in the 5th grade Uzbek language classes. Samples of problem-based learning and didactic game methods that help to increase the comprehensive literacy of students were given.*

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Today, due to the need for radical reforms in the educational process, both the purpose and content of teaching the subject "Uzbek language" is to teach students to create ideas at the required level in a creative, independent thinking environment, in oral and written forms in Uzbek. focusing on the formation and development of usage skills has become an important issue. The realization of these goals depends on the correct selection and organization of teaching methods in the educational process.

In Uzbek language classes, the teacher uses explanatory-demonstrative, problem-based teaching methods. This method can be highly effective only if students are engaged with the aim of achieving a certain practical result in the preparatory period before the creation of a creative text.

In Uzbek language classes, there is no need to waste time repeating topics that students have mastered in their native language and that use them directly in shaping Uzbek speech is not

difficult. On the contrary, it is permissible here to assume typical errors in students' speech. We have divided the rules that require the use of types of work related to thorough mastery in Uzbek language classes into the following groups:

1) rules on phonetics, graphics, spelling, grammar of the Uzbek language, arising from the nature of this language, which can not be used in the native language (in this case, the Karakalpak language);

2) rules that reflect language phenomena in which the student makes the same mistakes in both the native language and the Uzbek language, for example, inability to distinguish the boundaries of sentences in the essay, inability to use punctuation, etc.



Problem-based learning applies to the above two different rules related to grammatical means.

(Language phenomena that the student does not make mistakes in their speech, such as the spiritual groups of nouns, adjectives, numbers, and other word groups, such as the function of the noun in speech, cannot be the object of such learning.)

Creating a problematic situation by asking a problematic question. The question can be asked by the teacher or students. For example, "Why is a quote written in quotation marks?", "Why are people's first and last names, towns and villages capitalized?", "Why should every new sentence in the text start with a capital letter?", "What if the suffix -da in the word beshda is written as -ta?" When questions such as:

Creating a problematic situation by comparing languages. This method can be implemented in a way that helps to develop students' speech in the study of topics related to almost all language levels. The teacher asks students to compare sounds, letters, words, phrases, affixes, sentences, and texts. Acquired knowledge is re-applied in the case of new speech patterns, and similarities and differences in the phenomena of both languages are independently identified and summarized.

These types of work help to avoid mistakes related to the misuse of the rules of the native language in the Uzbek language.

Through analysis. This method of creating a problem situation is also widely used in Uzbek language classes. After students have completed the exercises on the topic, they begin to draw judgments and conclusions. For example, 3 tasks given in the textbook on the pronunciation and spelling of the letter combinations ng, sh, ch (Task 1. Read the words in the columns and compare the letters ng in them, answer the questions; Task 2. Compare the words in the first and second columns. Summarize how ng compound words in Uzbek are read and written in your native language, answer the questions; Determine how many sounds the ng compound represents in the sentences given in Task 3.) When done, the teacher raises the following problem: "Why ng, sh?

Can't the letters ch be moved from one line to another without separating them from each other? "

Problem-based learning does not end with creating a problem situation. In the process of solving the student problem, the teacher helps with reference questions that can lead to independence, but does not explain the solution to the problem. The solution to the problem is the final stage of problem-based learning. The teacher listens to the answer, corrects mistakes and shortcomings, summarizes them.

Conversational methods are also used effectively in problem-based learning. Usually, the conversation is organized according to the situation. If students are able to solve the problem on their own without any outside help, there is no need for an interview in such cases. If students have difficulty solving the problem, the teacher will use the conversation method in such cases.

The great thinkers of the East, Umar Khayyam, Abu Ali ibn Sina, Al-Farabi, and others, spoke of the most effective methods of teaching, emphasizing the importance of teaching a child to think.

Umar Khayyam in his Mathematical Treatises; They emphasize the need to teach through the call to "think a little, you will find", "with a little thought you will find out". This idea of our ancestors is of great importance both then and today.

We recommend organizing Uzbek language lessons using games and assignments. The effectiveness of games in the form of games is closely linked in many ways with the level of preparation of students, awareness of the content of the game, knowledge of the procedure for participation in it. Didactic games performed during the course vary depending on the level of complexity of the task.

Educational assignments are also memorized in the same way as teaching methods; partially divided into creative and creative play-assignments.

Here are some examples of didactic games:

1. The "Voices" game. Students are given a specific word (for example, hand). They change the first sound to form new words: l-full v.h)

The student who completes the task quickly and correctly is considered the winner of the game.2 "Find a pair of words" game. Students are given examples of words such as pictures, claims.

You are instructed to bring the given number of pairs of words to ten. The student who reaches the first row of word pairs to ten is the winner of the game.

"Relay Game." In this game, one of the participants says a certain word. The second student finds a word that starts with the sound that the syllable ends with. The game continues like this. The student who says the most words is the winner of the game.

"How do you apply?" game Students are tasked with continuing a series of address phrases given to them. For example, if a teacher is given the phrase "loving educator," students fill in the blanks with "my esteemed mentor," "my esteemed teacher," "my dear teacher," "my esteemed teacher," "my beloved teacher," and so on.

Thus, the use of games in Uzbek language lessons increases the interest of students, makes them active participants in the educational process, helps them to easily and quickly master the learning material.

Thus, the effectiveness of Uzbek language lessons in the 5th grade of Karakalpak schools is determined, on the one hand, by the practical purpose of

the content of education, and, on the other hand, by the convenient methods, tools and techniques used in teaching the state language - Uzbek.

Thus, the creation of a problematic situation in the process of teaching the Uzbek language encourages students to expand their horizons, to substantiate their opinions through evidence. Also, the effectiveness of Uzbek language lessons is determined, on the one hand, by the fact that the content of education is aimed at practical purposes, and, on the other hand, by the convenient methods, tools and techniques used in teaching the state language - Uzbek.

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