USE OF INTERACTIVE METHODS IN ORGANIZING PRIMARY EDUCATION LESSONS AND ITS EFFECTIVENESS

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Annotation: *In this scientific article, it is written about the correct organization of lessons and understanding of the mother tongue for elementary school students*

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The need to train a modern specialist who has the ability to work with modern technology, who can fully understand the essence of the modern educational process, who can solve the problems that arise in the course of his work, who has sufficient skills and modern requires organization on a technological basis. For this, technologies such as cases, WEB, communication information, interactive, multimedia, telecommunication or electronic training, Smart Education are introduced into the educational process. Currently, multimedia programs and electronic textbooks are one of the most important factors of informatization of knowledge due to the fact that they can perform various tasks quickly and in a short time, can display various images, and have a didactic advantage.

The use of information technologies and multimedia educational programs allows to increase the quality of language teaching, and also, psychologically, it creates conditions for increasing the student's interest and freely applying his knowledge.

Today, the transition from E-learning (electronic education) to Smart Education (intelligent education) is taking place. is an inclusive concept in the context of education Smart Board (smart board), Smart Screen (smart screen), Smart Phone (smart phone), Smart Table (smart table), Smart TV (smart TV), E-book (smart book), led to the emergence of technologies such as Wi-Fi zone. Each of these, in addition to allowing the learner's extracurricular activities and reorganizing the lesson, turns students into active participants in the educational process. [1].

The advantages of using smart technologies are enlivening the classroom environment, raising the mood, activating students, helping to organize extracurricular activities (educational hours, themed games, concerts, holidays, literary evenings, educational videos and artistic watching movies), carrying out project activities, conducting online conferences (creating websites, publishing e-

magazines, posting poems, pictures, photos) has advantages. Smart technologies help the activities of creative groups, work with gifted children, increase the personal competence of students, and finally, effective teaching in humanities.

Here the question arises: what should a modern lesson be like? Undoubtedly, bright, demonstrative and certainly saturated with information, and teaching tools and methods should serve to develop creative potential, build character, and expand the worldview of the participants of the educational process. The main task of a modern teacher is not to provide ready-made information and check whether the exercises are done correctly, but to help students independently search for the necessary information from various sources (textbook, encyclopedia, dictionary, Internet resource). , to solve the problems that caused controversy, to teach to defend one's position. To do this, the teacher must keep up with the times and use not only modern methods and methods in his lesson, but also use the latest developments in the field of computer technology.

Special attention has been paid to the field of education in our country since the first years of independence. In particular, the establishment of the teaching of the Uzbek language as a state language in non-Uzbek groups served as an important factor in fulfilling the requirements of the Law «On the State Language». Because more than 130 different nationalities and peoples live in Uzbekistan. Our state has undertaken to respect their national traditions, culture and mother tongue. Also, it would not be wrong to say that the introduction of the article «The state language of the Republic of Uzbekistan is the Uzbek language» in the general decree of our country served to raise the prestige of the Uzbek language as a state language even higher. [2].

Based on these constitutional duties and tasks, education in Uzbekistan will be conducted in 7 languages. Teaching Uzbek as the state language in non-Uzbek groups, along with teaching them their mother tongue, is an important program in fulfilling the requirements of our Basic Law and the Law «On the State Language» in our country. Served as In order to teach the subject of the Uzbek language as a state language in schools where education is conducted in other languages, and to form certain competencies in this subject in the students, the goals and tasks of this subject were defined in the State Education Standard and educational programs.

According to the requirements of DTS, the main goal of teaching the Uzbek language is embodied in two competencies. 1. Speech competence – listening comprehension, reading, speaking and writing, i.e. acquisition of communication skills. 2. Linguistic competence – refers to the acquisition of knowledge and types of speech activity (listening, reading, speaking, writing) in order to master

language material (phonetics, lexicon, grammar) and tools in order to use them in speech. [3]

The standard defines language material, language tools and grammatical knowledge, necessary skills for each type of speech activity.

Correct pronunciation and writing of studied words and word forms, grammatically correct word formation, appropriate choice of words, syntactically and stylistically correct it is necessary to be able to evaluate ri, make a sentence and set the tone of speech, and use the possibilities of the literary language. [4]

In order to implement these goals and tasks, the Uzbek language textbooks provide information on grammar, as well as literary and artistic texts to develop speaking competence, and information on the life and work of Uzbek poets and writers. Having familiarized with this information, the student develops his Uzbek speaking skills by seeing rich examples of the Uzbek literary language and literature. That is, together with the linguistic competence, the speech competence is formed and forms the necessary knowledge in science.

Based on the above goals and objectives, we are currently teaching the life and work of the Hero of Uzbekistan, People's Poet of Uzbekistan Abdulla Oripov in schools where education is conducted in Russian. And we want to share our recommendations about methods.

It is known that Abdulla Oripov is well known to everyone as a true figure of Uzbek literature. His unique poetry, unrepeatable lines of words captivated many readers. We know the poet well as the author of the National Anthem of the Republic of Uzbekistan. Pupils studying in non-Uzbek groups, especially in Russian classes, are introduced to the poet's works in Uzbek textbooks. However, they get the most information in the 10th grade Uzbek language textbook. [5].In the section for the 4th quarter of the textbook, 1 hour is allocated for literary reading «Abdulla Oripov's life and work». However, the information provided for this topic is relatively less and incomplete. The teacher's own pedagogical skills and sufficient theoretical knowledge of the subject help to open up this topic more widely. However, it is natural that it is not justified to give knowledge to the student only by telling dry theoretical information or writing a lecture. Because today's student is curious from all sides and loves exhibitionism and brilliance. Therefore, the methods used by the teacher in explaining the topic are important in this regard.

We want to share our thoughts on several innovative technologies that can be used to teach this topic.

1. «Picture rebus» method. It is appropriate to use this method often in the «Consolidation» part of the lesson. We know that 10th graders are going through the last stages of psychological «transition period». It is difficult to engage them in the lesson with certain games or commands. Through this method, students will have to identify the works of the poet by looking at the pictures. For example, if the rebus shows pictures of a fish, a pond, and a gold coin, then the poet's poem «Golden Fish» is depicted here.

2. «Quick question and answer» method. We considered it necessary to use this method in the «Repeat the topic and ask for homework» part of the lesson. Pupils will be asked questions about the poet's life and work. Students will have to answer the questions quickly. In this case, it is appropriate for students to give their answers in writing, because it takes into account their mastery of the answers of their partners.

3. «Interesting crossword» technology. Through this technology, students can help strengthen the knowledge they have acquired in the «New topic statement» part of the lesson. That is, it will be more effective if students in the class work in groups.

Questions about the life and work of Abdulla Oripov are written by the teacher on separate pieces of paper. Students will have to complete the crossword within a certain time limit.

4. «Project» method. We found it necessary to use this method in the «Final part» of the lesson. Because the information provided for literary reading in the textbook is relatively small and the class time is limited, it may be difficult for students to get extensive and complete information. In such situations, this method can work well. The «Project» method is a method that can motivate students to study and search independently. At the end of the lesson, the teacher tells the students an interesting topic related to the poet's life and work. The students in the class are divided into groups, and the group leader is appointed. For example, Abdulla Oripov is a skilled translator. We know that the poet made a name for himself by skillfully translating Dante Alighieri's «Divine Comedy», a famous work of Uzbek literature. The difficulties and responsibilities of translation studies are explained to the students, and they are asked to identify other translated works of the poet and find information about the difficulties in this regard. They will be given a list of literature to use. Until the next lesson, they will be assigned the task of finding information on the assigned tasks, and then preparing a presentation project. The importance of the method is that it covers several stages and is useful in developing students' independent research skills.

We are confident that the above teaching methods, infused with an innovative pedagogical spirit, will not only increase students' speaking competence, but will also help in instilling in them the qualities of independent research and aspiration.However, we should not forget that in what situation or under what conditions to use these methods and methods, how to explain them to students depends on the teacher's pedagogical skills.

Such lesson technologies, which are conducted on the basis of modern education in general education schools, can help students to show their abilities in every way, and most importantly, to develop their speaking skills and competences in the Uzbek language. The lessons of this method will undoubtedly help in the development of the person of the new era.

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