

## METHODS OF USING GRAMMAR GAMES IN PRIMARY NATIVE LANGUAGE LESSONS

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**Abstract:** This article discusses the fact that the widespread introduction of information technology achievements in the modernization of the primary education system is also an important factor, that it is an integral part of preparing students for thorough mastery of their native language in primary school native language classes, and that it is considered an important means of moral and aesthetic education based on the forms of forming their interest in pedagogical innovative technologies in the educational process.

**Keywords:** modernization, information technology, pedagogical innovation, moral and aesthetic education.

**Аннотация:** В статье рассматривается тот факт, что широкое внедрение достижений информационных технологий также является важным фактором модернизации системы начального образования, что оно является неотъемлемой частью подготовки учащихся к глубокому овладению родным языком на уроках родного языка в начальной школе, что оно рассматривается как важное средство нравственно-эстетического воспитания, основанное на формах формирования у них интереса к педагогическим инновационным технологиям в образовательном процессе.

**Ключевые слова:** модернизация, информационные технологии, педагогические инновации, нравственно-эстетическое воспитание.

We all know that in recent years, great attention has been paid to the educational process and its development in our country. A clear example of this can be seen in the reforms being carried out by the head of our state. Every nation should have deep respect for its language and culture, enrich it for future generations and leave it as a legacy. A student who can freely express his/her thoughts in his/her native language and learn grammatical concepts by making effective use of the language resources will learn other languages quickly and easily.

Information technologies are very useful in studying the topics studied in primary school native language lessons. The clarity and internal logic of the lesson, its goal-orientedness are very important. If the lesson sets itself the goal of consolidating grammatical knowledge and forming spelling skills, the logical conditions of the lesson reflect a system of exercises that are gradually becoming more complicated. In order for primary school students to better understand and learn a spelling rule, one or two exercises are performed collectively. As students gain experience, they work on the exercise independently.

The methodology of using educational games in the formation of grammatical concepts, which supports the independent activity of primary school students, encourages free, creative and critical thinking, educational games and language phenomena, language categories are distinguished by their high abstraction compared to other processes. Grammatical concepts are

the result of identifying and generalizing the specific important features of a word, phrase, sentence, morpheme, lexicon, phoneme, etc. In other words, the initial material that forms the basis of a grammatical concept created by people is itself sufficiently abstract. Thus, grammatical concepts are a more advanced state of generalized ones. Mastering a grammatical concept is a complex process that lasts a long time. When delivering information in primary grades, the teacher takes as a basis the linguistic essence of the concept, the psychological and didactic characteristics of the process of acquiring knowledge, the interdependence of students' speech and mental development, and the role of grammatical knowledge in speech.

Probably, many teachers have asked themselves the question more than once: "How to make each lesson interesting, exciting and ensure the development of students' interest in knowledge, creative mental activity in it?" Among the various methods of organizing classes, the most interesting are those associated with games, game situations. The game is a real teaching tool that activates the mental activity of students. It is an activity that organizes the learning process in an attractive and interesting way.

The game is the leading activity of younger students, an understandable and natural activity for them, and should be used in the learning process.

The use of games and game techniques in the lessons of the native language and reading literacy helps to create a friendly atmosphere in the classroom, remove psychological barriers, and increase respect for their native language. In the game, the child's abilities and character are fully manifested. The methodological typology of games, as well as their purpose is diverse.

There are two main groups of games: language and speech. In order to develop speech in a growing child, expand language capabilities, the use of grammar games in native language and reading literacy lessons has become a relevant topic. After all, most primary school teachers have stopped at didactic games during the lesson. Not enough attention is paid to developing speech in a child, speaking fluently in their native language, following literary language norms, knowing how to use words in their place, which suffix is used in which situation, and situations related to phonemes. As a result, we are faced with various uncomfortable situations associated with speech in primary school students.

Grammar games help to organize the process in an interesting and creative way, while preventing discomfort. They create an atmosphere of enthusiasm in children and relieve fatigue. Grammar games are designed to develop pronunciation, lexical and grammatical skills and prepare for mastering a foreign language, to teach the use of language phenomena at the pre-communicative stage. Teaching students to read poems aloud and clearly, reading stories in roles, and in some cases omitting a suffix or a word in poems is considered a simple form of grammatical games. At the same time, they accelerate the processes of resourcefulness, agility, concentration of imagination, attentiveness, creativity, the ability to correctly use words and suffixes, and even thinking about their spelling.

**Grammar game order:** Regardless of the direction of the games, they reflect the perception of the world by children: curiosity, love for animals, fairy-tale characters, competitions, riddles, among others. Grammar games aim to teach students to understand the meaning of a sentence, to identify the main problem in the flow of information, to develop auditory reaction, auditory memory, speech reaction in the process of communication, to teach students the ability to express thoughts in a logical sequence, etc. At the same time, grammatical games teach the difference between sonorous and voiceless, short and long vowels in words.

For example: In the grammatical game "**Fill in the missing letters**", display materials with words written on them are hung on the board, each of which contains words and one or more letters are missing in these words.

Example: ba...t, sho...r, Samaran..., muh...m, ...ush...abar, etc.

In the game "Use the words in their place", the words that make up a sentence are written on A 4 paper and mixed up and distributed. The student must put the words in their place and correctly compose the sentence.

For example, I took my sister and my brother from kindergarten. (I took my sister and my brother from kindergarten) I went to school with my classmate Javlon (I went to school with my classmate Javlon).

The game "**Use suffixes correctly**". In this game, the suffixes that are part of the words are left out and are included in the sentence. Then, students add suffixes to complete the meaning of the sentence: My grandfather took us to... the bookstore... and the zoo.... (-ni, -ga, -ga) My friend Malika... went to... the house... a long way.... (-ning, -ga, -dan) etc.

Grammar games used during the literacy period allow the student to fully utilize his abilities and pay special attention to the most subtle aspects of each sound and letter. The grammar games used during this period are also diverse and create the opportunity to provide knowledge to the student, keep him from getting bored, and enjoy the work he has done.

Effective results can be achieved if the education of 1st graders is organized on the basis of games. In order not to bore children of this age, to organize reading and writing lessons in an interesting way, to form and strengthen reading and writing skills, it is necessary to organize writing exercises correctly and organize them in the form of games.

Students distinguish between vowels and consonants based on pronunciation and comparison. They gain practical knowledge about the pronunciation of consonants with and without voice, paired and unpaired voiced and voiceless consonants. In this regard, the testing method used in primary grades allows you to understand whether sounds are consonant or consonantless. This, in turn, is useful for correct writing. Also, in primary grades, practical knowledge is gained about syllables and their types, open and closed syllables, and the interaction of sounds. Mastering all this creates a number of difficulties. Therefore, the use of didactic games on phonetics in primary grades is useful.

The game "**Word formation**". The game is held during the period of teaching literacy. Performing these games allows students to fully understand the importance of sound in word formation. While participating in this game, students learn how words are formed in various ways. They are able to directly enjoy the new words that are formed.

The word formation game is carried out on the basis of the composition-editing (analytical-synthetic) sound method of teaching literacy. The second part of this method refers to such meanings as composition, construction, and combination. The word formation game is formed by adding various sounds and syllables to a word. When playing this game, a new word is formed by adding sounds to a word in various ways.

The game "**Forming words from syllables**". The words family, mother, mother, tola, Lola, Ali are written on a large board in written letters. Students write these words using cross syllables. They determine where the L sound occurs in the word. The mixing of words without the L sound increases the attention of students. Such games can also be used when learning other letters. The student who writes the first letter is considered the winner of the game and is encouraged.

**Morphological games.** Morphological materials are studied quite widely in primary grades. During four years of study, students acquire some knowledge about words and their meanings, word forms, and the morphological structure of words. They receive theoretical and more practical knowledge about word groups, their main, additional, and specific signs. The primary school native language curriculum is structured on the principle of gradual sequence, taking into account the characteristics of students, their mental, moral and physical growth from year to year. Accordingly, the part of each topic that is easily mastered by students is studied in the lower grades, and the more complex part in the higher grades. In short, the knowledge given to the student is built on the knowledge acquired by the children in previous grades. This makes it possible to organize various grammatical games based on the student's initial knowledge. Because the student's active participation in the grammatical game, which is organized only when there is a certain level of knowledge and skills on the topic, is created. In morphology, students study the similarities and differences of grammatical phenomena. By comparing them, various grammatical games can be organized. Such an exercise can also be used in each lesson devoted to the study of morphology.

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