METHODS OF TEACHING THE NATIVE LANGUAGE IN THE PRIMARY GRADES OF THE SECONDARY GENERAL SCHOOL

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A R T I C L E I N F O.	**Abstract**
Keywords: Elementary grades, teaching methods, synectics, brainstorming, Vark model, visual aids, idea, game.	This article provides reflections on the advisability of using new pedagogical technologies in the lessons of the native language in primary grades.

INTRODUCTION

The knowledge that a student masters in the primary grades of a secondary general education school is the foundation or basis on which other knowledge acquired in the subsequent stages of schooling is added as a superstructure. And if the foundation is strong, then with great confidence we can say that the superstructure will stand still for a very long time. That is, if the student was trained properly at the initial stage of training, then in the future he will not experience problems with the perception of educational material in various academic disciplines. This imposes certain responsibilities on primary school teachers, because the level of their professionalism determines how their students will study at school in the future and in what capacity they will be presented in high school - as excellent students or underachievers.

MAIN PART.

As you know, in the primary grades of the secondary school. The system of presenting educational material differs significantly from the methods used in older classes. As you know, during this period the child has not yet completely weaned from the routines of the preschool institution, which he attended before. In addition, among the first-graders there are also children who were brought up at home. They are the most difficult in terms of accustoming to school routines, because if children who attended kindergartens had experience of communicating with other children, then "home" children are not accustomed to this, which creates certain difficulties in establishing communication ties. In the primary classes, basically, several subjects are taught, the knowledge of which can be useful to a person during and throughout his subsequent life. These are reading, mathematics, native language, work and drawing.

Reading lessons are designed to improve the student's speech technique, enrich his vocabulary. In mathematics lessons, students learn to add and subtract prime numbers. At the lessons of labor and

drawing, children improve the technique of their hands, bring their movements to the desired conditions. Among all these activities, classes in the native language stand apart. These lessons are designed to teach the child to use their native language correctly, avoiding various grammatical errors. In the course of various studies, it was found that a child who encounters certain difficulties in mastering educational material in his native language is more likely to do poorly in other academic disciplines. And this circumstance will lead to the fact that the student's self-esteem may significantly decrease and he will cool down to school, as a result, his academic performance will significantly decrease. Scientists of the relevant profile have developed several methods designed to facilitate the teacher's task in teaching. In primary classes, you can use some of them:

➢ Brainstorm. This method was developed in the late 1930s. This is an operational method of solving a problem based on stimulating creative activity. At the same time, the participants in the discussion are asked to express as many possible solutions as possible. This method includes three mandatory stages, which differ in the organization and rules for their implementation;

➢ formulation of the problem. If this method is applied in the lessons of the native language, the task becomes the solution of grammatical problems. It would be advisable at this stage as a task to write an essay explaining some story depicted on a reliable manual. Or simply announce the topic of the essay written on the blackboard;

➢ the teacher selects participants for "Brainstorming". They break into groups that choose a leader for themselves who will direct their actions;

➢ generation of ideas. This is the main stage, on which the success of the entire brainstorming largely depends. At this stage of this method, participants express various essay ideas that break up the topic of the assignment. All kinds of ideas are welcome, even the most fantastic ones. Voicing these ideas makes it possible to see their shortcomings and dignity through the eyes of other members of this group. The students within this circle decide which of the options is most preferable at the given time and write it down;

➢ grouping selection and evaluation of ideas. In this case, the most interesting ideas in terms of ideas are selected among them by the method of reading essays. This is done by a group of students who were not part of the brainstorming participants. They are called a commission. They announce the group whose compositions were the most interesting. What does this method give students? It activates their creative activity and imagination; in the future, these children can write interesting, meaningful essays on a variety of given topics;

➢ Synectics method. It is based on a system of creative thinking based on the assumption that all things, even the most dissimilar ones, are somehow related to each other, physically, psychologically or symbolically. It uses four types of analogies - direct, symbolic, fantastic, personal. This method is designed to activate the creative thinking of primary school students. The synectics method is, as it were, a continuation of the brainstorming method that was described above. It can be applied in the lessons of the native language, when there is a need for a more voluminous explanation of the educational material provided for in the lesson. For example, when explaining a noun, you can give as an example the names of many objects that surround students. The teacher asks who? The students are tasked to name the names of living beings. Answering this question, the student names different animals, which are often very different from each other. In this particular case, they are combined to answer the question. Similarly, you can complete the task when the student needs to name in large numbers the names of objects or phenomena that could be the answer to the question "what?" What is the benefit of this method in this case? The most important thing for the student is that the animate and inanimate names of objects answer different questions and in the future do not make mistakes in this direction. Also, synectics can be used in lessons on the study of parts of speech, for example, an adjective. The teacher asks to give a

definition of some thing or phenomenon. Take, for example, the common concept of snow. The teacher gives the task to carry out associations of snow with some similar object. Students write down their analogy options and, at the request of the teacher, will voice them. It can be seen that these associations can lead to seemingly unrelated answers . When choosing definitions, his associations with various things are interesting: snow-salt, sugar, cotton wool, fluff, a blanket, cold, silver. At first glance, all these definitions are not related, but if you look closely, there is a certain similarity. In this series of definitions, words such as salt, sugar, silver can be combined, while having a different nature, in color. And words such as cotton wool, fluff or a blanket are combined on the basis of softness, that is, quality. In this process, the student learns to select different definitions for a particular phenomenon, while enriching his vocabulary. When explaining the main members of sentences, students make up various sentences in which the main sentences are distinguished - the subject and the predicate. In elementary grades, as a rule, these are simple sentences consisting of two or three words. The student makes several sentences, for example, the boy studies well, the girl went to school, the cat is sleeping, etc. The student highlights the subject and predicate in them. The noun and the verb, which perform the functions of the main members of the sentence, in one variant may be radically different from the other variant. But they share a common goal. The child learns that, for example, the verb "sleep" is also the name of an action, although it definitely implies inaction, so it answers the question what is it doing? And it is the main member of the sentence, that is, the predicate.

VARK method. This method, which aims to teach using the visual, audiovisual and kinesthetic capabilities of students. It involves learning with the help of various kinds of auxiliary materials , visual aids , filmstrips, sound blanks and various kinds of games, during which the educational material can be explained. This method is relatively new. It involves the division of students according to the method of perception. Audialists prefer to listen to the teacher's explanations in order to remember his speech and learn the material through him. Visualists are interested in demonstration of visual aids. There are many fans of the use of the game method in the lesson among children. In the lessons of the native language, the VARK method can be successfully applied, because it does not let the student get bored, which can lead to a decrease in concentration, and, as a result, to not mastering the material.

For example, when explaining numbers, the teacher first explains the basic rules of this group of words, then demonstrates visual aids that can contain images of both numbers and several photos of various objects or animals. After that, you can play the game "Funny Ball" - the teacher throws the ball to some student, he throws it back, before making a phrase with the participation of numbers.

CONCLUSION

As you can see, there are many methods developed for the benefit of the educational process. The main thing is to be able to properly dispose of them.

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