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BOSHLANG'ICH SINIF O'QUVCHILARNING MANAVIY
AXLOQIY QIYOFASINI SHAKILLANTIRISHDA ONA TILI VA
O'QISH SAVODXONLIGI FANLARINING AHAMIYATI

Obidova Shohsanam G'anijon qizi

*Chust tuman MMT ga qarashli 63-umumiy o'rta ta'lim maktabining
boshlang'ich ta'lim o'qituvchisi*

In the formation of the moral character of the students of the 1st class , the knowledge of the mother tongue and reading literacy subjects is important .

***Annotatsiya:** Ushbu maqolada boshlabg'ich sinif o'quvchilarining manaviy ahloqiy qiyofasini shakillantirishda ona tili va o'qish savodxonligi fanlarining ahamiyati va ularda keltirilgan matnlar, she'rlar, hikoya va ertaklarning bolalar ongiga va hayotiga ta'siri haqida so'z boradi.*

***Kalit so'zlar:** milliy, madaniy, axloq, meros, psixologiya, texnologiya, davlat, o'quvchi, bola psixologiyasi.*

***Abstract:** This article discusses the role of mother tongue and literacy in shaping the moral image of elementary school students and the impact of texts, poems, stories and fairy tales on the minds and lives of children.*

***Keywords:** national, cultural, ethical, heritage, psychology, technology, the state, the student, the psychology of the child.*

The future of our country depends on how the current generation is educated, how effective methods are used to impart knowledge to future talented personnel. As the President of the Republic of Uzbekistan Sh.M.Mirziyoyev noted, "Today's world youth is the largest generation in the history of mankind in terms of number, as it comprises 2 billion people. The future of our planet depends on the kind of people our children grow up to be. Therefore, it is necessary to pay attention to the fact that the knowledge provided to future owners is perfect,

thorough, consistent and adapted to the age of the student. This requires that the knowledge acquired during one academic year be passed on to the next academic year, enriched with new knowledge, resulting in a certain amount of knowledge for the student to be acquired in a sequential and interdisciplinary way. Integration (from the Latin *integratio* - to restore, restart, complete) is a concept that expresses the state of interdependence of certain concepts and knowledge, combining them, and the textbook of mother tongue and reading literacy, introduced from the 2021-2022 academic year, is based on the same principle. The new textbook integrates first-grade-level topics, sections, and even class-level sections, all aimed at building students' subject-related knowledge, expanding their thinking skills, and developing oral and written communication. Each section of the textbook is designed to provide specific linguistic knowledge, and in the first section of the first grade, students learn to distinguish and spell out words and names of people that express kinship from the text and their spelling, to answer questions in the process of performing tasks in an orderly manner, to represent words that represent time and their spelling, to represent numbers by letters, to work on exercises and tasks related to the use of commas between words, to write the first word of the names of holidays with a capital letter, to write a letter of congratulation to congratulate relatives on the holiday, to divide the text into logical parts, to make a plan for the text. In this section of the second grade lesson, students learn to distinguish words with similar meanings from the text, to distinguish words with similar meanings from the text, to distinguish them from the text by asking the names of things related to school life, to determine their common name, to create a new word using the suffix *-dosh* , to write a greeting, as well as to often put an exclamation mark after the name of the person being greeted in the text of the greeting, to avoid repetition of a word or phrase in the text, it is formed by writing the first letter of the name of the person, such as the use of these words or the names of neighborhoods or streets. Reading lessons in elementary classes provide a preliminary basis for mastering Uzbek literature, history, geography, biology and other subjects in the upper classes. This is why

reading in elementary school requires a lot of attention. In order for a class to be effective, the main things that a teacher needs to focus on are the following: Children between the ages of 6 and 10 are not able to sit through a one-hour lesson with patience. Their mental development is in motion, their imagination is in play, and they can't listen to a conversation that lasts more than 10 or 15 minutes. In these same classes, educational tasks are primarily performed through play, song, short-term interesting conversation, storytelling, and expressive reading. In order for readers to understand the meaning of a work, they need to have a certain vision of life. Preparatory work will be carried out.

Yurtimiz kelajagi bugungi avlodning qanday ta'lim olayotganiga, bo'lajak yetuk kadrlarga berilayotgan bilimlar qanday samarali usullar bilan yetkazilayotganiga bog'liq. Zero, O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev ta'kidlaganlaridek "Bugungi dunyo yoshlari - son jihatidan butun insoniyat tarixidagi eng yirik avlodir, chunki ular 2 milliard kishini tashkil etmoqda. Sayyoramizning ertangi kuni, farovonligi farzandlarimiz qanday inson bo'lib kamolga yetishi bilan bog'liqdir". Shunday ekan, kelajak egalariga berilayotgan bilimlarning mukammal, puxta, izchil hamda o'quvchining yoshiga mos bo'lishiga ahamiyat qaratish lozim. Bu esa bir o'quv yili davomida berilgan bilimlar keyingi o'quv yili davomida yangi bilimlar bilan boyitilgan holda o'tilishini, natijada o'quvchi uchun ma'lum bir bilim izchillikda va bo'limlararo integratsiyalashgan holda o'zlashtirilishini taqozo etadi. Integratsiya (lotincha "integration"-tiklash, qaytadan boshlash, to'ldirish) - ayrim tushuncha va bilimlarning bog'liqlik holatini, ularni qo'shib birlashtirishni ifodalovchi tushuncha bo'lib, 2021-2022- o'quv yilidan boshlab joriy etilgan ona tili va o'qish savodxonligi darsligi ham xuddi shunday tamoyilga asoslanadi. Yangi darslikning birinchi sinf doirasidagi mavzulari, bo'limlari va hattoki sinflar kesimidagi bo'limlari ham integratsiyalashgan bo'lib, bularning barchasi o'quvchilarning fan doirasidagi bilimlarini shakllantirishga, fikrlash qobiliyatini kengaytirishga hamda og'zaki va yozma nutqini rivojlantirishga qaratilgan. Darslikdagi har bir bo'lim o'ziga xos tilshunoslikka oid bilimlarni berishga mo'ljallangan bo'lib, birinchi sinfning birinchi bo'limi – "Men, sen, u va ular bo'limi" da o'quvchilar

matn tarkibidan qarindoshlikni bildirgan soʻzlar va kishilarning ismlarini ajrata olishni va ularning imlosini, topshiriqlarni bajarish jarayonida savollarga tartibli javob berishni, vaqtni ifodalovchi soʻzlar va ularning imlosini, raqamlar orqali berilgan sonlarni harflar orqali ifodalashni, soʻzlar orasida vergulning qoʻllanishi bilan bogʻliq mashq va topshiriqlar ustida ishlashni, bayram nomlarining birinchi soʻzi bosh harf bilan yozilishini, yaqin qarindoshlarni bayram bilan tabriklash uchun tabriknoma yozishni, matnni mantiqiy qismlarga boʻla olishni, matn uchun reja tuzishni oʻrganadilar. Ikkinchi sinf darsligining aynan shu boʻlimida oʻquvchilarda berilgan matn tarkibidan maʼnolari yaqin boʻlgan soʻzlarni ajratish, matn tarkibidan maʼnolari yaqin boʻlgan soʻzlarni ajratish, matn tarkibidan maktab hayoti bilan bogʻliq boʻlgan narsa nomlariga soʻroq berish orqali ularni ajratish, ularning umumiy nomini aniqlash, “-dosh” qoʻshimchasi orqali yangi soʻz yasash, tabriknoma yozish, shu bilan birgalikda tabriknoma matnida tabriklanayotgan kishi ismidan soʻng koʻpincha undov belgisi qoʻyilish, matnda soʻz yoki jumla takroriga yoʻl qoʻymaslik uchun u, bu, shu kabi soʻzlardan foydalanish mahalla yoki koʻchalarga atab qoʻyilgan nomlarni bosh harflar bilan yozish kabi koʻnikmasi hosil qilinadi. Boshlangʻich sinflarda oʻqish darslari yuqori sinflardagi oʻzbek adabiyoti, tarix, geografiya, biologiya va boshqa fanlarni oʻzlashtirish uchun dastlabki asosni yaratadi. Shuning uchun boshlangʻich sinflardagi oʻqish darslariga jiddiy eʼtibor talab qilinadi. Oʻqish darslarini talabdagidek olib borish uchun oʻqituvchi asosan quyidagilarga eʼtibor berishi lozim. 6-10 yoshdagi bolalar bir soatga moʻljallangan saboqni sabr toqat bilan tinglay olmaydilar. Ularning ruhiy tuzulishi qoyil harakatda, xayoli oʻyinda boʻladi. 10-15 minutdan ortiq davom etadigan gaplarni tinglay olmaydilar. Shu tugayli bu sinflarda taʼlim-tarbiya vazifalari, asosan oʻyin, ashula, qisqa muddatli qiziqarli suhbat, hikoyalash va ifodali oʻqish orqali amalga oshiriladi. Oʻquvchilar asar mazmunini toʻgʻri idrok etishlari uchun hayot haqida maʼlum tasavvurga ega boʻlishlari zarur. Buning uchun tayyorgarlik ishlari oʻtkaziladi.

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