

METHODOLOGICAL-FUNCTIONAL MODEL OF THE PROCESS OF DETERMINING AND DEVELOPING ABILITY IN MOTHER LANGUAGE LESSONS

Raimberdiev Askarjon Asrorovich
Karshi State University

Annotation:

A methodological and functional model of the process of identifying and developing giftedness in native language lessons is presented. In addition, consistent measures are considered in our country to support promising young people, create additional conditions for the realization of their talents, and effectively launch research and innovation activities.

Keywords: talent, giftedness, gifted children, gifted youth, talent, positive talent.

Introduction

A model is an idea, a justification, a clear calculation, a drawing, an idea, thoughts, images that reveal the essence of information, determine specific ways of their implementation.

In the process of pedagogical scientific research, the modeling method is widely used, which consists in developing the model being created in its initial and final form and bringing it to the level of practical application. In pedagogical activity, the objects of modeling can be a pedagogical process, a pedagogical situation, a pedagogical system.

The modeling process consists of the following stages:

1. Searching for general ideas about what needs to be done to bring it as close as possible to a scientifically based idea of the object. The project model embodies knowledge about what the updated part of pedagogical activity should be, about the factors ensuring the improvement of this activity;
2. Searching for examples of pedagogical conclusions that can be used to model innovations that are presented instead of outdated ineffective models;
3. Creating an innovative model of an updated part of the pedagogical system;
4. Building an algorithm for implementing innovation in practice.

So, in order to use the modeling method in the process of pedagogical scientific research, it is necessary to develop a system for guaranteeing learning outcomes based on the general goals of education, planning learning objectives, reading and teaching for this, and mastering. Thus, in pedagogical technology, in order to guarantee the results of mastering based on the content of the lesson, learning objectives are clarified and training sessions are designed. If we consider this as a repeatable, renewable structure, then the educational process consists of certain modules, units, which, in general, are brought to a single and integrated content based on the

addition of these modules, units. The most important thing for this is the presence of scientifically based feedback, which is repeatable, returnable and corrected.

Today, the issue of modeling the pedagogical system is manifested as a leading trend in the system of scientific research. Accordingly, based on the goals and objectives of our scientific research work, we tried to develop a functional model of the process of identifying and developing students' linguistic abilities in primary school native language classes.

This model consists of five modules:

- goal module;
- methodological module;
- strategic module;
- diagnostic module;
- result module.

The goal module reflects the intended goal of developing and using the model in practice.

When determining this goal, social needs, subjective needs, and the requirements of state educational standards are taken into account.

Social needs for the development of the model include the need for a person to engage in healthy communication as a member of society, the development of gifted people, and the appropriate use of linguistic norms and units in the communication process.

As a subjective need of a person, the need for communication of each person, the need to have beautiful, meaningful and pleasant speech in order to find their place in society, the internal needs to demonstrate and develop their talents are taken into account.

As state requirements for identifying and developing students' talents in primary school native language classes, the development of a system for identifying and encouraging students' talents and the minimum requirements that students should master in their native language are taken into account, and these requirements are reflected in state educational standards and other regulatory documents in the field of education.

Based on the above-described social and subjective needs for the identification and development of linguistic abilities, as well as the requirements of state educational standards, we have defined the goal of developing the model as follows:

“Systematizing the process of identifying and developing linguistic abilities of students in the process of primary education.”

The next module of the model is a methodological module, which reflects methodological issues related to the process of identifying and developing abilities in students.

The following tasks have been defined for the process of implementing the goal of the model. Functional model of the process of identifying and developing linguistic abilities of students in primary school native language classes.

1. Generalization of experiences on systematization of the process of identifying and developing native language abilities in primary school students.
2. Diagnostic study of linguistic abilities of students in primary school native language classes.
3. Systematization of exercises on the development of linguistic abilities of students.
4. Clarification of the criteria and levels of formation of linguistic abilities of primary school students.
5. Determination of the expected result from the implementation of the model on the research problem.

When implementing the model of identifying and developing linguistic abilities in primary school students, the following principles are followed:

1. Systematicity.
2. Orientation to the individual.
3. Stimulating native language talent.
4. Taking into account the individual and psychological characteristics of the individual in the educational process.

In the process of identifying and developing students' talents in the process of primary education, the following approaches are used:

1. Individual approach to education.
2. Differential approach to educational content.
3. Systematic approach to native language education.
4. Integrative approach to primary education.

The strategic module of the model includes processes related to its implementation strategy, the methodology used, and criteria describing the goals and results to be achieved.

At the diagnostic stage, the level of linguistic talent formation in primary school students is determined. For this purpose, the Sievert test and other diagnostic methods are used with modifications.

At the differentiation stage, the exercises developed during our research are differentiated according to the formation of linguistic talent in students. For this, the exercise is simplified or additional auxiliary materials are prepared for performing the exercise. For gifted students, the exercise is complicated or additional materials are prepared for performing the exercise.

The motivation stage is an important stage for the development of talent, at this stage the teacher conducts an introductory conversation with students, provides information about encouraging talent, awards for achieving success in completing the task. Or students are played audio materials about beautiful speech.

The implementation stage is the main stage of implementing the main process, where the materials prepared by the teacher are used during the lesson and students' talents are developed. The prepared exercises are used in accordance with the teaching materials and program.

So, this methodology consists of two main sections:

Section 1: Modified diagnostic methodologies.

Section 2: Modified developmental methodologies.

Modified developmental methodologies, in turn, consist of the following sections:

- Modified exercises to increase vocabulary;
- Graphic dictation;
- Modified exercises to develop morphological abilities;
- Modified exercises to develop word formation abilities;
- Modified exercises to develop text composition (syntax) abilities;
- Modified exercises to develop phonemic abilities of students;
- Modified exercises to develop memory.

In assessing the effectiveness of this methodology, the criteria for the formation of abilities in primary school students were determined. The criteria are:

- Memory strength;
- breadth of vocabulary;
- Speech intuition;
- Communicativeness.

Information on the process of determining the effectiveness of the methodological process implemented in the model is reflected in the diagnostic module. That is, the stages of implementing experimental and test work, diagnostic methods for determining the abilities of students, and the levels of formation of linguistic abilities in students are presented.

The following diagnostic methods are used in the diagnostic process of the pedagogical experiment:

- Sievert diagnostic test;
- Modified methodology for determining linguistic abilities.

The indicators of the formation of linguistic abilities of primary school students are assessed at three levels:

- high level;
- medium level;
- low level.

The next module of the model is the Results module, and the following results are achieved as a result of implementing the model in this module:

“A primary school student with developed linguistic abilities”.

It is important to note that linguistic abilities are a very complex process, and it is important to highlight the following qualities as its signs:

- 1) Highly developed auditory perception and the ability to differentiate sounds;

2) Broadness and strength of memory.

3) Development of verbal-logical memory.

In addition, linguistic talent is also dependent on a number of psychological processes such as memory, attention, thinking, and temperament types. Accordingly, we can say that identifying and developing linguistic talent is a complex, multi-stage process.

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