

IMPORTANCE OF THE PEDAGOGICAL AND PSYCHOLOGICAL USE OF STORY ROLE-PLAYS IN PRIMARY SCHOOL AT NATIVE LANGUAGE LESSONS

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ABSTRACT

In this article, the development of students' thinking, oral and written communication skills through the use of role-playing games in primary school mother tongue lessons, creativity, independent thinking, creative thinking to develop the skills of correct and fluent expression of the product in oral and written forms in accordance with the conditions of speech, to have a worthy place in the community through their speech, as well as to be used in the development of students. opinion about the games and examples of their essence are described.

Keywords: *teaching language, speech development, creative thinking, independent thinking, assignment system, vocabulary enhancement, play assignments, plot role assignments, elementary school, native language, research, creativity, responsiveness, eloquence, ingenuity, action.*

АННОТАЦИЯ

В данной статье рассказывается о развитии у учащихся мышления, устных и письменных коммуникативных навыков за счет использования ролевых игр на уроках родного языка в начальной школе, творчества, самостоятельного мышления, творческого мышления для развития навыков правильного и беглого выражения продукт в устной и письменной формах в соответствии с условиями речи, чтобы благодаря своей речи занять достойное место в обществе, а также использоваться в развитии студентов. описаны мнения об играх и примеры их сущности.

Ключевые слова: *обучение языку, развитие речи, творческое мышление, самостоятельное мышление, система заданий, расширение словарного запаса, игровые задания, сюжетно-ролевые задания, начальная школа, родной язык, исследование, творчество, отзывчивость, красноречие, изобретательность, действие.*

INTRODUCTION

It is no secret that the level of knowledge of the native language of primary school students has long been a concern for all of us. One of the main problems is the level of creative thinking of primary school students. We often compare the reader to

a person standing in the middle of a river looking for water[11]. The river is full of thirst. Our dictionaries are full of words, but the reader has few words. This is, first of all, closely connected with the content of mother tongue education. Therefore, it is advisable to provide more homework assignments in high school native language textbooks to help students develop creative thinking[6]. These tasks should be completed independently by students in collaboration with the teacher in a variety of ways. One of the main types of positive tasks is role-playing games[7]. These types of assignments require students to be resourceful, knowledgeable, inquisitive, creative, quick-witted, resourceful, resourceful, and agile[1-7]. The role of plot games in the fun of mother tongue lessons is very important. However, the role-playing tasks and methods of using them in the methodology of teaching the native language are not sufficiently developed. The peculiarity of role-playing games is that it is often organized in the form of a competition[28]. As a result, giving incentives or points to students and groups will undoubtedly increase students' motivation to complete the task[8]. As a result, students' grammatical literacy, creative thinking, ingenuity, speech, and love for the subject increase significantly[25-34]. At the same time, the use of additional literature requires a serious approach to other disciplines. With this in mind, it is advisable for the teacher to make effective use of role-playing games and puzzles with a variety of plots to make the native language lessons effective[9].

DISCUSSION AND RESULTS

Today's requirements also require skill, creativity and, most importantly, hard work from a science teacher. With that in mind, let's take a look at some grammar games, puzzles, and how to use them in your native language lessons. These grammar games can be invented and used in the classroom[10]. This, as mentioned above, depends on the creativity, inquisitiveness, skill and tireless work of the teacher. It is well known that story-based role-playing tasks are grouped according to students' skills and abilities, levels of complexity, and range from simple to complex dynamics.

Improving students' vocabulary is one of the requirements, it is good to use role-playing role-play tasks of an inquisitive nature, which gives good results in the development of skills[17]. Assignments like these require students to be creative. The role-playing role in the creative spirit can be used effectively in teaching vocabulary. In this grammar game, students are divided into two groups, the first group being asked to give examples and demonstrations of sentences involving word groups, and the second group being asked to make sentences by replacing the words in the sentences with actions and descriptions[13].

In elementary school mother tongue lessons, language events are observed, compared, similarities and differences are identified, grouped according to general and specific aspects, and generalization rules are developed. The result is a dynamic growth from recollection tasks to creative tasks[14]. Determining the dynamics of growth of learning tasks from simple to complex is also a complex process. Such assignments are especially important in the development of student thinking, as they gain a place in the community, in the classroom, through their own speech and connected thinking[15]. Assignments should be arranged in such a way as to have a positive effect on the development of the student's thinking. That is, role-playing tasks in a creative spirit, that is, tasks that develop the student's thinking, should have their own characteristics:

- Encourage the student to search, think, find the unknown;
- direct the student to draw independent conclusions;
- As the situation becomes more complicated, the student must develop his intellect;
- The process should develop students' skills of teamwork, team building;
- The process of completing the tasks should encourage the student to have self-confidence, self-awareness (knowledge), to identify opportunities, to acquire new knowledge[23].

Here are some examples of games that highlight the above features:

“TOPOGON” game.

1. Fox, mouse, delicious bread, shower, escape, tail, walnut;
2. Palm, brown hair, bow, dream, sadness, river, sky;
3. Taxi, movie, money, page, ticket, embarrassed, scene;
4. Hunter. Ice cream, wolf, zoo, cage, tree;
5. Shoes, ball, man, mirror, fairy tale, stone.

With the help of the given words, several students compose a text and briefly describe their actions, while the rest of the group finds a title that fits the situation. When a teacher can build this process on a child-friendly environment, the learning process becomes a source of joy and pleasure, while also allowing the student to feel free[16].

Also, according to the content of the program, the goals and objectives of primary school mother tongue lessons, work on the dictionary, taking into account the responsibility of mother tongue lessons to enrich students' speech with words, spelling exercises aimed at improving students' literacy methodical recommendations are given. In addition, lesson plans have been developed with a focus on increasing

students' activity and ensuring that they learn through thinking[17]. They teach students to pronounce correctly, to understand the meaning of the language, to be literate in both oral and written speech, to copy, listen and memorize the text correctly. teaching to write; efficient use of handouts; The aim is to provide knowledge about the post-independence development of our country, its past, national traditions, historical figures, in general, to enrich the existing knowledge about existence and society[18-25]. In order to do this, different methods of teaching the native language, different types of methodical work are used. They encourage students to think, to research, to draw conclusions, and to develop an interest in their mother tongue.

CONCLUSION

In short, role-playing games that engage students in independent thinking are reflected in logical methods, interactive methods.

Games and collaborative exercises are based on small exercises, games, songs and actions based on the content of the poems, and use activities such as play, study, and work. This is useful for renewing uniformity, increasing strength, and increasing the desire to keep working. It requires a variety of action games. This type of exercise is also interpreted as a minute of rest. This means that, as mentioned above, experience-based learning methods through story-based role-playing games increase student engagement and lesson effectiveness. The teacher is able to independently select and apply the topic in their work.

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