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THE METHODOLOGY OF MODELING SYNTACTIC CONCEPTS IS THE BASIS OF INDEPENDENT EDUCATION OF PRIMARY SCHOOL STUDENTS

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Abstract: *The relevance of the article is noteworthy in that there is a clear connection between the need for the formation of traditional values among elementary school students by teaching the Russian language by modeling coherent texts based on the traditional values of the Russian and Uzbek people, taking into account the educational and pedagogical aspects of the learning process. The priority task of a primary school teacher is to form educational knowledge and skills.*

Keywords: *modeling, traditional values, language, speech activity, coherent text, word management, speech activity, formation of value orientations.*

I. INTRODUCTION

At present time, the attitude to the Russian language has changed in our republic, which was an excellent confirmation of the wise policy of President Sh. M. Mirziyoyev in the field of interethnic harmony and cooperation. As our president noted: "The great Russian culture has always been and will be an integral part of the spiritual life of Uzbek society"[1] therefore, the Russian language, which is studied with great love by Uzbek younger schoolchildren, along with the native language, is an important means of educating students and forming their modern worldview. Having analyzed the content and the target orientation of exercises, educational texts and grammar tables in the textbook of the Russian language from grades 2-4 of the school, we are convinced that it contains significant opportunities for students to perform active speech tasks. However, the theoretical and practical material of the textbook, in particular the material related to the study of noun cases, indicates the need to include a number of additional exercises and tasks in the system of independent work, as well as the use of some special methodological techniques in order to develop strong management skills, develop independence and creative abilities of students.

II. MAIN PART

1. Models of human speech activity. These models reflect specific speech processes and events. For example, a pronunciation model of a certain sound or a speech sample of speech.
2. Linguistic research models. They reflect a research process based on specific linguistic phenomena. For example, a general model of word formation in the Uzbek language based on the morphological method: basis + word-forming adverb; non-standard models: negiz + qo'shimcha; основа + тель; основа + ист.

The main of the primary tasks set by modern society before education is the upbringing of the younger generation to respect traditional values. To foster in elementary school students a sense of tolerance for the traditional values of others, in contrast to their nationality. The teacher should start working on the formation of traditional values of the Russian and Uzbek people from the first years of training. Theories

that reveal the mechanisms of inclusion of the emotional-value component in education consider it in the unity of the content and educational aspects [11]. In modern research, all the components of the formation of traditional values of students of grades 1-4 in teaching the Russian language, the features of educational and pedagogical aspects in the process are revealed.

Object of research: the role and modeling of coherent texts in the study of the Russian language based on the traditional values of the Russian and Uzbek people

Subject: content and educational aspects of modeling coherent texts in teaching the Russian language based on the traditional values of the Russian and Uzbek people

Research hypothesis: modeling of coherent texts based on the traditional values of the Russian and Uzbek people will be more effective if: the content includes values selected and compared on the basis of the traditional values of the Russian and Uzbek people, which are the most significant in Russian and Uzbek society, are well-known for students of grades 1-4 of elementary school. First of all, it should be noted that: coherent is a speech that is aimed at satisfying the need for utterance, conveys a complete topic (represents a single whole), is organized according to the laws of logic and grammar, the units of coherent speech can be considered a story, an article, a novel, a monograph, a report, etc. And in elementary school, along with stories, students' answers, expositions, essays can be considered coherent speech [7].

In primary classes in Uzbekistan with Russian and Uzbek language of instruction, the main content of coherent texts provided for by the calendar and thematic plan are: folk tales, author's fairy tales, author's works. Texts are approved by the Ministry of Public Education every year, the only platform where students can familiarize themselves with coherent texts when learning the Russian language based on the traditional values of the Russian and Uzbek people is extracurricular reading. Russian and Uzbek primary classes have different extracurricular reading lessons: 13 lessons with Russian in the second grade, 5 lessons in the third grade, 4 lessons in the fourth grade. With the Uzbek language of instruction in the second, third and fourth grades for 17 lessons of extracurricular reading.

You can also make a series of exercises to fully assimilate the content of the text and creative retelling. Exercises performed when working with coherent texts based on the traditional values of the Russian and Uzbek people can be divided into three groups[9]:

1. Performing exercises based on a sample or imitative, involving the assimilation of correctly constructed structures.
2. Performing constructive exercises building sentences based on learned patterns.
3. Performing creative exercises that do not involve: no sample, no particular constructive tasks.

The experimental classes used texts not included in textbooks, but prepared by the teacher himself (based on the knowledge, skills and abilities of students) in such a way that:

- the reading of texts was carried out by primary school students in extracurricular reading lessons;
- in the texts, the nomenclature of traditional values presented in the theoretical part of the study was maximally covered;
- during reading them, a diverse impact on the value-oriented sphere of students was realized: both through the assimilation of the content of the text and the perception of the traditional values of the Russian and Uzbek people;
- The choice of texts complemented the content of textbooks and manuals used in extracurricular reading lessons.

III.CONCLUSION

The main methods of work were: analysis of syntactic material, syntactic and morphological analysis, work with deformed text, observation, conversation, creation of problematic situations.

Practical significance of the study:

The methods applied to modeling coherent texts based on the traditional values of the Russian and Uzbek people can be used by the compilers of textbooks for elementary schools with Russian as the language of instruction in Uzbekistan in order to increase the degree of their traditional value orientation; modeling tools presented in the article based on the traditional values of the Russian and Uzbek people can be used by methodologists-linguists when compiling collections of texts, assignments, methodological recommendations for elementary school; teachers in the selection of texts and assignments based on the traditional values of the Russian and Uzbek people, designing extracurricular reading lessons taking into account the modeling of coherent texts when teaching Russian on the basis of the traditional values of the Russian and Uzbek people in elementary school students, as well as education workers in assessing the quality of the process of forming value orientations in younger schoolchildren.

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