TYPES OF MOTHER LANGUAGE LESSONS ACCORDING TO THE PURPOSE

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Abstract
The native language lessons are divided into four types according to the purpose: teaching and strengthening of new material, repeating what has been learned and creating skills, lessons summarizing knowledge and skills, and testing knowledge and skills.

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Teaching and strengthening lessons of new material occupy the largest part of the educational process. The main task of this type of lesson is to teach students the rules of the phonetic, lexical, word formation, grammatical aspects of the language, the rules of spelling, orthography, punctuation, and methodology and to strengthen them thoroughly. In the process of mastering new knowledge, the following tasks are solved:
- to understand the main purpose of taught grammatical knowledge, to understand the role of this knowledge in speech activity;
- perception of the general construction of knowledge on the subject;
- mastering the way of recalling the learned knowledge, the method of applying it in practice.
Deduction and induction methods are used to teach new knowledge. In current programs and textbooks, it is envisaged to teach new knowledge mainly by the induction method. It is known that in the method of deduction, one goes from the general to the particular. In the induction method, one goes from the particular to the general.
For example, in the 8th grade, the following sentences are analyzed to explain the meaning of has and its expression:
The trees were like a flower garden in a tea house. We have arrived at happy days. Ten is greater than five. To read is to learn. It is straight, it is crooked. These sentences are analyzed, the owner of each sentence is found, it is said which word group they are

expressed by, and their questions are determined. This gives a general definition of the owner.

Relying on the previously learned knowledge and skills of students when explaining new material prepares the ground for thorough mastering of the educational material. Repetition of knowledge related to the taught subject is the main factor of conscious perception of new knowledge.

Lessons for teaching and strengthening new material are divided into two types:

1. After repeating what has been learned, the lesson begins with teaching new educational material. In this type of lesson, independent work is conducted based on the content of grammatical and orthographic rules and definitions.

2. A lesson that begins with the teaching of new educational material. This lesson begins with the independent activity of students. There will be a discussion about the tasks and rules that the students have completed. The student makes changes to the conclusions of the students, if necessary, and draws a final conclusion. Then it will be strengthened. Lessons to repeat what has been learned and create skills. The thoroughness of the knowledge taught in the mother tongue largely depends on the teacher's organization of repetition lessons. In such lessons, the student repeatedly returns to previously taught theoretical knowledge, grammatical and orthographic rules. During the exercise, the student works on the basis of the rules he has learned. In revision lessons, previously perceived knowledge is reimagined. Repetition classes, on the one hand, are focused on the formation of skills in the taught materials with the help of various exercises, and on the other hand, they serve to clarify and expand the knowledge of students.

Revision classes are fundamentally different from classes for teaching new material. In the lessons of teaching new material, the students are not aware of the language phenomena that are abstract for them, while the revision lessons are based on the rules that the students have been taught, but have not fully mastered. acts according to the acquired knowledge.

More variety of exercises are used in refresher classes. Students' activities are organized on language proofs related to the taught laws and regulations. Another important feature of this type of lesson is the formation of students' skills. The most important feature of the repetition lesson is that it is a continuation of the lessons of teaching and strengthening the new material, and it is organized in connection with it.

Generalization lessons of knowledge and skills. In such classes, the acquired knowledge on a certain topic or section is brought back into the system, and final conclusions are drawn on the topic or section. Such classes are considered to be the

main form of systematization of acquired knowledge, acquired skills, formation of scientific worldview in students. Knowledge in the educational process is empirical and generalized at the level of understanding. In empiric generalization, the perceived features of the phenomenon being studied are compared, secondary knowledge is not taken into account, and similar signs are taken as a common feature.

At the level of the concept, generalization does not refer to the perceived concrete signs of a certain grammatical event, but to its general features. The characteristic based on this is common to several of the studied phenomena.

Knowledge and skills testing classes. This type of lesson is an integral part of mother tongue education. In such classes, it is determined to what extent the students have acquired knowledge and skills, the work to be done on the topics covered is determined, and the shortcomings of their knowledge are shown to the students. Such lessons include dictation, essay and statement writing lessons, and test-taking lessons.

Method of ready presentation of knowledge. This method is one of the most common methods in mother tongue classes. With the help of the statement, more complex, especially information that is not known to the students in advance, is explained. This method is often used in order to explain the nature of language phenomena, fill in the gaps in students' knowledge, provide additional information, and answer questions. This method has both positive and negative aspects. One of its positive aspects is the opportunity to save time. This, in turn, increases the amount of time devoted to the consolidation of knowledge, skills and skills, and to the consolidation and repetition of skills. One of the negative consequences of the ready presentation of knowledge is that the student's thinking activity is limited to a certain extent in this process. In many cases, the student can become only a listener of the educational process. To use this method, we consider it appropriate to follow the following:

- To increase the teacher's attention to speech culture. The teacher's speech must meet the logical requirements: Simple, meaningful, expressive, coherent speech arouses a strong interest in knowledge among students;

- Presentation of the educational material based on a strict plan (it is more convenient for the student to master the ideas expressed on the basis of a strict plan):

- ready presentation, persuasion and justification of knowledge. Persuasion and reasoning arouse interest in the material being taught.

In addition to those listed above, ensuring that the examples presented in order to interpret language phenomena are scientific, artistic, and educational, and the coordination of the tools demonstrated with the teacher's statement will increase the student's level of activity.

The method of presenting knowledge in native language classes in a problem-based way. It is known that any activity based on research is a productive activity. If the student does not master language phenomena ready, but looks for it, if he shows active creative activity, the process of mastering will be more effective. Problem-based learning provides a good opportunity for such research. This method serves as a means of comprehensive development of the individual and his social activity. The following methods of creating a problem situation can be used in mother tongue classes:

1. To create a problematic situation based on the analysis of linguistic evidence.
2. Creating a problem situation based on contrasting and comparing language phenomena.
3. To create a problem situation by summarizing language phenomena.
4. Based on the content of the given text, create a problem situation.

Methods based on recall. This method does not create a particular difficulty for the student, and he works with ready-made educational material. Tasks such as memory restoration of learned work events, complete completion of a task according to a certain pattern or sample are among such tasks.

Method of partial traceability. In the structure of the method of partial traceability, recall takes the main place. Because the student can apply it in new conditions without relying on the knowledge acquired from the mother tongue said. A number of types of independent work performed in native language classes:

a) find the necessary letters, consonants, words instead of dots;
b) replacing a certain word with its synonym, synonym, opposite word;
c) change the form of given sentences or texts while preserving the content;
d) making sentences or texts using the given base words or phrases requires students to search partially.

Research-based methods. Research means teaching language materials through creative activity. Undoubtedly, the student does not discover something new in the native language classes, but learns the content of the given information in a creative way. This method requires the student to apply what was previously taught in a completely new situation. Essays written in native language classes, writing a review of a read work of art, writing an article, and preparing scientific lectures are the main tasks that can be done without any guidance or external help from the student.

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