METHODS OF CORRECT USE OF METHODS IN TEACHING NATIVE LANGUAGE AND READING LITERACY ON THE BASIS OF THE NATIONAL PROGRAM

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In our country, special attention is paid to the content of education, new versions of DTS curricula are being tested, pedagogical technologies, information and communication tools are being used to increase the effectiveness of the educational process on the basis of pedagogical technologies.

In the teaching of primary school students, it is important to choose the right methods, tools and forms of pedagogical technologies and use them in order to broaden the worldview of students, to expand and facilitate the acquisition of knowledge. Many pedagogical techniques are used in the organization of reading lessons. The early stages of school play an important role in a child's life after kindergarten. Therefore, primary education is the most responsible period in the educational process. At this time, as the child becomes literate, his worldview is formed, the ability to think develops. During this period, every activity aimed at developing the child's mind has a great impact on the formation and development of the child's mind. Therefore, in this period, first of all, it is necessary to pay attention to the organization of the educational process in an interesting and effective way, to motivate and develop it. Because this period is characterized by the transition of the child from play to mental activity, that is, to learning.

The use of various games is very important in the development of a child's learning. Through play, children improve their knowledge and deepen it. In this sense, the role of didactic play in the educational process is invaluable. Didactic games increase the effectiveness of the educational process, develop students' activity and motivation to learn. Learning motives also play an important role in organizing the educational process on the basis of pedagogical technologies.

Didactic games also contribute to the effective management of students 'learning in the primary grades, which means that theoretical knowledge is easily acquired through didactic games, and students' interest in learning increases. Didactic games can be a great stimulus for the development of students' interest in knowledge, not only in primary school, but also in the later stages of education. Such games are especially effective in increasing the cognitive abilities of students with learning difficulties.

It should be noted that there is a shortage of materials in this area in the textbooks created for primary school. At present, much attention is paid to the organization of education based on pedagogical technologies. Since pedagogical technology is the ability to select and develop the most convenient way and method to achieve the desired result for the implementation of forms of education, taking into account the abilities, capabilities and needs of students, it really increases the productivity of the educational process; forms the process of independent thinking of students, increases the enthusiasm and interest in knowledge in students, strengthens the acquisition of knowledge, forms the skills and abilities to use them freely in practice. That is why the technological approach to education is so important.

Technological approach to education:
- clear definition of the purpose of the educational process;
- Divide the teaching and learning process into integral stages, phases, actions;
- Coordinating, sequential, step-by-step actions to achieve the desired result in the learning process;
- projected work, which means that all your actions are performed in the same way.

In pedagogical technology, it is important to set goals for the learning process, which should guarantee the planned outcomes. That's why teachers need to pay special attention to goal setting. Each teacher must first clearly define the subject he or she is teaching and the purpose of each lesson.

It should be noted that the development of a clear project of the didactic process, based on the established goal, will be easier to implement. Motives play an important role in the effectiveness of the didactic process. Because only curious and purposeful knowledge is effective.

Motivation is the urge to do something. Therefore, teachers should strive to create and nurture the child's reading motivation. Motives help students easily acquire knowledge, skills, and competencies. Motivation stimulates the child's desire and interest in learning. It will be useful for teachers to use this skillfully and to develop a system of independent work for students.

It is a good idea for primary school teachers to use a variety of didactic games to organize each lesson. Because the school period is a very difficult period in the lives of children aged 6-7, it is a serious test for children. The child enters a new life - school life. Now he has to feel part of a new team, to be disciplined, to adapt to the new regime. Even though the child is young, he still has a lot of work to do, such as going to school, doing homework, and studying complex materials. Importantly, the transition from play to school, to daily forced and continuous labor, is a turning point in a child's life. Even for children from preschools, this is not easy. And it's even harder for kids who come home from school. Especially sitting in a classroom for 40-45 minutes, listening and completing assignments, long mental work can quickly exhaust a child. The child may become cold from school and study. That is why teachers should try to make children's school life interesting, create motivation and try to develop it. The motive does not form by itself. It can be created through didactic games and independent work appropriate to the age and psychological characteristics of children. Involvement of students in lessons is especially effective in primary education, when pedagogical lessons are fun. In such classes, children are fully engaged and have a good memory. Motives help students deepen their knowledge. That is why primary school teachers should pay attention to the organization of the educational process on the basis of interesting motives.

The emergence of the concept of "pedagogical technology" is associated with the emergence of the first organizational and methodological forms of education. Individual education is the oldest organizational form of the educational process, which originated in ancient Greece. The teacher worked with one student and directly organized, directed, and supervised the learning. The teacher read the texts or taught them to the children. By memorizing rules and tariffs, performing physical exercises, and playing a song on a musical instrument, children have acquired knowledge about life, art, public speaking, and physical culture. Later, individual learning was replaced by group teaching. By the Middle Ages, memorizing rules, doing the same type of exercises, oral questions and answers, and at the higher levels, lectures and discussions became the leading methods of teaching. This situation gradually gave rise to the classroom system and paved the way for the emergence of new technologies.