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ORGANIZING LESSONS BASED ON MODERN INFORMATION TECHNOLOGIES IN ELEMENTARY SCHOOL CLASSES

Abstract: *The article is devoted to thoughts concerning the use of information technologies in an elementary school. Particularly, the study illuminates the use of Power Point program in teaching numeral in Uzbek language lessons of elementary school classes.*

Key words: *The Five Initiatives, elementary school, information and communication technologies, numeral.*

Language: *English*

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Introduction

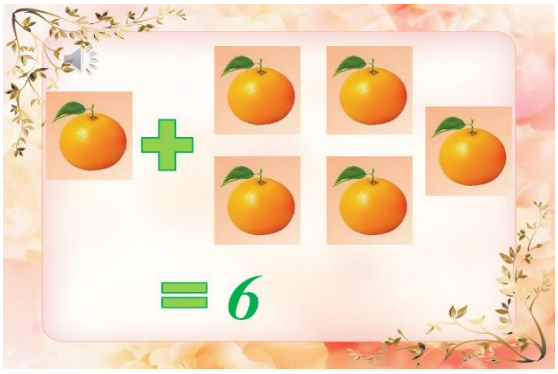
Informatization of society counts as one of the main trends of the late 20th and the early 21st centuries. The informatization process is a prospective method of developing our country economically, politically, socially and educationally. Currently, numerous reforms aimed at stimulating the process are underway. In the meeting held on the 9th January, 2018, and devoted to development of information and communication technologies (ICT), the President of Republic of Uzbekistan Shavkat Mirziyoyev stressed the importance of implementation of these technologies in governing, economy, social and everyday life. Moreover, in the videoselector was held on the 19th March, 2019, and was devoted to paying more attention to the youth, involving them to art, physical training and sport, increasing computer literacy and propagating reading among the youth, employment of women and girls. During the videoselector the President proposed five initiatives aimed at reforming social, cultural and educational matters. Therefore, it is not surprising, that the third of the Five Initiative focuses on effective use of computer technologies among population in general and youth in particular. Information and communication technologies can be employed in education as well. Introduction of ICT in education, particularly in elementary classes, increases quality of teaching and interest of students to a subject. We will discuss it in the example of Uzbek language lessons.

The main part

Elementary school students get the first acquaintance with the numeral as early as during learning the alphabet. For example, in order to enrich students in all lessons introductory conversations and dialogs are held. Questions, such as "What is the date today?", "How many seasons are there in our country?", "How many students are there in our class?", "How many of them is absent?", are widely used. In order to answer these questions, students naturally use numbers. Moreover, in mathematics classes, digits, numerals and operations over them are taught.

As known, the numeral as a grammatical term is not taught in the first class. Nevertheless, students are familiar with numbers and are able to add or subtract. Based on that, it can be said, that teaching the numeral in context of mathematics lesson would be much more effective. To obtain highest results different pictures

or ICTs can be used. By asking questions, such as "You have one orange, I give you five more oranges. How many oranges do you have now? (six). Well, what does the word "six" mean? (number of oranges)" to students, the numeral in Uzbek language can be introduced.



Pic.1

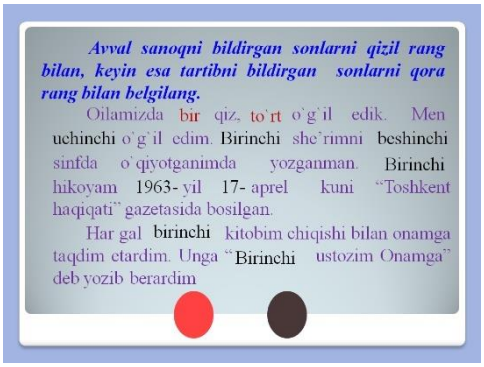
In the 1st grade, students get acquainted not only with cardinal numbers, but also with ordinal numbers. During this period first year students learn to differentiate questions such as how many? and which?, as well as how to write numbers with two adjoining consonants such as *ikki, yetti, to'qqiz* (two, seven and nine respectively).

In the second grade material learned in the first grade is reviewed and consolidated. "In this year mainly two objectives are accomplished:

1. To create elementary notion of questions how many? (by which the number of objects is clarified) and which? (by which the order of objects is clarified);

2. To increase students abilities of asking adequate questions about the numeral and comprehending the answers, appropriate usage different types of numerals in speech (ten students vs about ten students), as well as to teach how to use dictionaries" [2,262]

In the 1st and 2nd grades the numeral is learned completely from practical point of view. Above mentioned skills and knowledge are formed while doing different exercises. Finding a missing number, asking adequate questions, differentiating cardinal and ordinal numbers are examples to such kind of exercises. During the exercises different multimedia applications can be used in order to interest students. For instance, the following Power Point presentation helps students not to confuse cardinal and ordinal numbers. While doing the exercise students should mark cardinal numbers with red and ordinal ones with black color.



Pic.2

In the 2nd grate little time is allocated for teaching the numeral. Therefore, teacher should pay particular attention to problems that students face while learning the numeral.

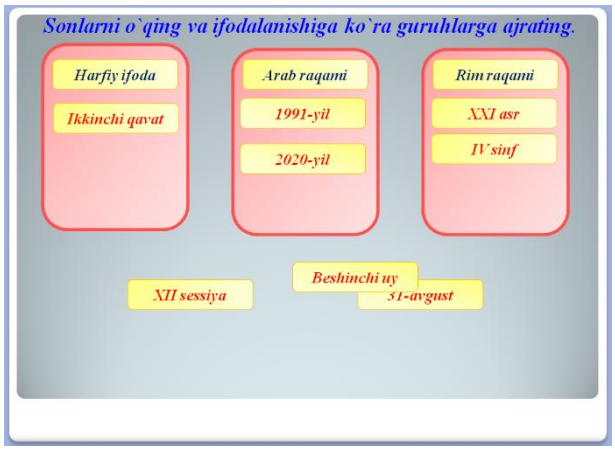
In the third grade students learn that words that signify amount and order of objects and people is called the numeral. Moreover, they understand theoretically, that the numeral answers question what number?, how many? and which (by order)?. While students get general understanding of ordinal numbers in previous year, in the 3rd grade they learn, that the ordinal numbers in Uzbek language are created by adding suffix *-inchi (-nchi)* (roughly -th in English).

Additionally, student learn how to write the numeral with letters and digits, as well as the fact that while writing ordinal numbers using digits, the suffix *-inchi (-nchi)* (roughly -th in English) should be replaced by dash (-). Exercises such as transforming cardinal numbers into ordinals or letter form of the number into digital and vice versa can be used in

teaching. Students also should to learn that the numeral is a secondary part of speech, it usually bounds with a noun and is marked by wavy underline.

Students vocabulary should be enriched by homonyms, and special care should be paid so that the numerals are not confused with paronyms in speech. The fact, that numbers such *uch, qirq, yuz* (three, forty and hundred respectively in this particular context, but have additional meanings) can have meaning other than numeral, should be explained using examples. Students should also be taught not to confuse paronyms such as *to'rt-tort* (four-cake), *yetti-yetdi* (seven-arrived).

Letter form of the numeral is taught in the 4th grade completely. Learning material in this year include: When writing compound numbers using letters, each component is written separately: *yetti yuz sakson* (seven hundred eighty); While writing ordinal numbers using Arabic numerals dash is used, while using roman numerals, dash is not used; Special attention should be paid to numbers with two adjoining consonants; Ordinal numbers are often used with units of measurement (bunch, bag, kilo, etc.). Computer technologies can be effectively used in this process. Games, such as following teach students to write numbers correctly.



Pic.3

Students also learn, that the numeral binds with a noun and the numeral is not formed.

The role of the numeral in our speech is demonstrated by replacing them with adjectives (few, little, a lot).

"After learning the numeral students should have following skills and knowledge:

1. The numeral signifies number and order of objects and people;
2. The numeral answers the questions what number?, how many?, which (by order)?;
3. The numeral binds with a noun;
4. The numeral is a secondary part of speech;
5. How to write the numeral correctly;
6. Correct use of the numeral grammatically and situationally in spoken and written speech;
7. Homonyms of certain numbers;
8. How to replace the numerals with other parts of speech signifying quantity" [2, 263] .

In elementary school notional types of the numeral is not taught.

Conclusion

In conclusion, in should be stressed, that usage of ICT in education increases the effectiveness of a lesson, develops knowledge, skills and compete*nce of students, helps to retain information for longer time and to avoid difficulties in teaching abstract notions. Therefore, favorable conditions should be created for pedagogue to develop his/her computer competencies and to self-improve.

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