



ORAL TEACHING METHODS IN PRIMARY SCIENCE LESSONS

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Annotation: *Natural sciences are a subject that provides schoolchildren with general concepts about the whole of existence, and it is important to teach this subject to primary school students using various interesting games and effective teaching methods. This article provides detailed information about oral teaching methods that support the teaching of natural sciences.*

Keywords: *conversation method, methodological methods, narrative method, didactic methods, natural phenomena.*

Аннотация: *Естествознание – это предмет, дающий школьникам общие представления обо всем сущем, и важно преподавать его учащимся начальной школы, используя разнообразные интересные игры и эффективные методы обучения. В данной статье представлена подробная информация о методах устного обучения, которые способствуют преподаванию естественных наук.*

Ключевые слова: *метод беседы, методические методы, метод повествования, дидактические методы, явления природы.*

Annotatsiya: *Tabiiy fanlar maktab o'quvchilariga butun borliq to'g'risida umumiy tushunchalarni beruvchi fan bo'lib, boshlang'ich sinf o'quvchilariga ushbu fanni o'qitishda turli qiziqarli o'yinlar asosida va samarali o'qitish metodlaridan foydalanib dars berish muhim sanaladi. Ushbu maqolada tabiiy fanlar fanini o'qitishda ko'mak beruvchi og'zaki o'qitish metodlari haqida batafsil ma'lumot berilgan.*

Kalit so'zlar: *suhbat metodi, metodik uslublar, hikoya metodi, didaktik uslublar, tabiat hodisalari.*

Natural Sciences is a scientific study of the biosphere. Naturalists generally use observation instead of experience. Natural Sciences collect and systematize information about the origin and way of life forms. It is an ost field of biology and is directly related to Botany, Zoology and has links to disciplines such as paleontology, ecology, biochemistry, geology and climatology [8].

Natural Sciences, naturalness-a system of Natural Sciences, a set of Natural Sciences. Natural Sciences, the opposite of nature in the human mind, are perfected by the development of society [1].

The purpose of Natural Sciences is to determine the nature of natural phenomena, to know the laws of nature and to reveal the possibilities of their practical use. The natural sciences are composed mainly of mechanics, physical chemistry and biology, which are fundamental sciences [2]. Many branches of knowledge, such as astronomy, geology, Medical Sciences, Agricultural Sciences, Ecology, came from these fundamental disciplines.

It is important to distinguish methodical styles with methods.



A methodical method is one of the elements of a method, its component. Including: visual media, Motion Picture fragments, diafilm, diapositive display, use of schema pictures on the board, demonstration of experiments, various activities during practical work on the school educational and experimental plot, etc [3].

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Method and methodical styles are closely related and can be interwoven. For example, the different experiences of students are a method, but the demonstration of experience while the teacher is narrating is a methodical technique. During the story, the teacher's display of a diaphilm is a methodical technique. Methods and techniques are used in a complex, they complement each other, serve to correctly formulate the concepts of Natural Science [9].

In the application of the methods, the teacher gives students knowledge mainly by showing visual weapons suitable for the content of the topic if necessary through the means of words. At this time, the main source for students to gain new knowledge is words (oral speech).

One of the main types of oral method is narrative. The story is the live Word of the teacher. In the application of the methods, the teacher gives students knowledge mainly by showing visual weapons suitable for the content of the topic if necessary through the means of words. At this time, the main source for students to gain new knowledge is words (oral speech).

One of the main types of oral method is narrative. The story is the live Word of the teacher. It blends with reading books, demonstrating objects and phenomena, using technical means, reading fiction, etc [4].

The story is told resolutely to consistency. In natural science training, the types of telling or describing, characterizing, explaining, discussing a story are used.

Telling-in it, the concreting is told about evidence, event, process actions. The story is conducted on behalf of a witness (tourist, young naturalist, traveler, inventor of discovery). The story is told resolutely to consistency. In natural science training, the types of telling or describing, characterizing, explaining, discussing a s.

Characterization is a type of interpretation that consists of enumerating the character, characteristics (mountain, river, and natural zone hathacteristics) of an object and event.

Explanation-new concepts, terms, meaning are revealed in it, the connection of cause, consequence, the logical nature of one thing or another is revealed. It is used in all classes, it harmonizes with discussion [7]. Characterization is a type of interpretation that consists of enumerating the character, characteristics (mountain, river, and natural zone hathacteristics) of an object and event.

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Discussion is based on a statement, in which it is associated with the consistent development of rules and proofs that lead the reader to the conclusion.



This type of story is used when there is a need to analyze the phenomenon under study (for example, the influence of climate on the change of a living being, the properties of water metal).

The following didactic requirements are imposed on the story: it must respond to the knowledge of the selected educational material, to logical consistency and proof, to the fact that it is clear, fluent and understandable for students, to the fact that the teacher's speech is pictorial. This type of story is used when there is a need to analyze the phenomenon under study (for example, the influence of climate on the change of a living being, the properties of water metal).

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In grades 1-2, the story should last 5-8 minutes, and in grades 3-4, it should last 10-12 minutes.

It is important to use the following didactic styles in the narrative process:

1. A problematic situation is created before the announcement of the topic of the lesson, the statement of a new topic. The study or experimentation of new material also begins with the analysis of observations made in nature.

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2. Express statement Plan. This technique not only activates the process of mastering, but also trains readers to see the entire statement system, thereby helping to develop the logical consistency of thinking, to identify certain links between environmental evidence or phenomena under study.

3. The attention of students to be asked during the statement of activating questions.

4. Comparison of activating students' perceptual activities (e.g. comparison of flora and fauna of field, desert, steppe forests, etc).

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5. During the exposition of the new material, the study of the previously studied topics with the connection of life and practice (for example, the topic "skeleton" with "muscles" and "various natural zones of the nature of the Wildland").

6. Include a proverb, interesting material or a reading episode in the story. The teacher can start his story after reading the corresponding article or before it. The use of additional material enriches and concretizes the story. Proverbs, matals, and riddles used throughout the story enrich the lesson and make it easier for the material they narrate to be accepted by the students.

7. Application of exhibitionism (painting, table, technical means). The use of various means of exhibitionism throughout the story contributes to the formation of clear visions in readers, the concentration and interest in the material being studied, its thorough



assimilation. Schemes, tables, experiments, whiteboards and notebooks (terms) and conclusions facilitate the appropriation of educational material [6].

Interview. The conversation is characterized by the participation of students and teachers in the resolution of the question. The purpose of the interview is determined by questions that need to be addressed by mobilizing students' knowledge. As a result of the conversation, students, under the guidance of the teacher, must draw an appropriate conclusion, summarize the conclusion. The conversation is characterized by the participation of students and teachers in the resolution of the question. The purpose of the interview is determined by questions that need to be addressed by mobilizing students' knowledge. As a result of the conversation, students, under the guidance of the teacher, must draw an appropriate conclusion, summarize the conclusion. The conversation should not be unfamiliar to readers: it is impossible to waste time "identifying" knowledge that students have not yet mastered, not knowing. The conversation is of particular importance in the lessons that conclude, generalize and connect new knowledge with the old ones.

The main purpose of the conversation is that, under the guidance of a teacher, the right perception and concepts of objects and phenomena of nature are formed in the minds of students. At the first stage of acquaintance with nature, the conversation takes the form of the teacher asking questions and answering questions from the students he calls. Then the conversation becomes richer and wider.

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