

**Олимжонова Фароғат Дилмуроджон кизи**

Студентка 3 курса направления “Туризм”,  
институт Андижанский сельского хозяйства и агротехнологий

**ПРИЕМЫ ИСПОЛЬЗОВАНИЯ ОБМЕННЫХ ТЕТРАДЕЙ В ХОДЕ  
УРОКА В НАЧАЛЬНОЙ ШКОЛЕ**

**Аннотация.** В этой статье рассказывается о том, как пользоваться тетрадями и их количестве на уроке, как вести тетради по разным предметам и помогают учителям пользоваться разными тетрадями.

**Ключевые слова.** Каллиграфия, лексика, программа, тематическая, тетрадь, педагогически, методика, грамматика.

**Olimjonova Farog’at Dilmurodjon qizi**

The 3<sup>rd</sup> year student of direction of “Tourism”,  
institute of Andijan agriculture and agrotechnologies

**METHODS OF USING EXCHANGE NOTEBOOKS IN THE  
COURSE OF THE LESSON IN PRIMARY SCHOOL**

**Annotation.** In this article is about how to use notebooks and their quantity during the class, how to conduct notebooks for different subjects and helps of using different notebooks to teachers.

**Key words.** Calligraphy, vocabulary, program, thematic, notebook, pedagogically, method, grammar.

We need to teach students about “Husnihat” in primary grades that is based on the below requirements. They have a clear method of teaching students to write politely in primary grades. It should make it possible to write beautifully and quickly. Tasks like this to implement the content of the program and its requirements, training methods, hygienic conditions of teaching writing, student’s analysis of individual shortcomings in writing, shortcomings identify the causes of occurrence and develop methods of correction necessary.

A notebook on calligraphy, and then a notebook replacing it for performing written educational work, is the only document about the written work carried out by the teacher, therefore, maintaining any special notebooks, for example notebooks on grammar, notebooks on newspaper vocabulary, thematic notebooks, notebooks for control (or independent) work, etc., are not allowed.

Notebooks of the first and second types are single replaceable notebooks, therefore, in order to create convenience for checking them, it is recommended to have 2 replaceable calligraphy notebooks and 2 replaceable notebooks for performing written educational work. Keeping one notebook would create for the teacher a whole series of inconveniences associated with the need to collect and distribute notebooks with tested work on the same day. Notebooks for completing written educational work for students in grades V-VIII are checked by the teacher after 2-3 lessons. Notebooks of students in grades IX-X can be checked randomly, but in such a way that each notebook is checked at least once per academic quarter. However, grades in notebooks (with entries in a journal and diary) are given only for the most significant work.

At checking notebooks: the teacher emphasizes the first and second types. Mistakes made by students, but does not correct them. The student, working on correcting calligraphic or spelling errors, is required to write down (line by line, respectively) the letters or words in which errors were made. The teacher can start a line himself, citing the correct spelling of letters or words, only in exceptional, pedagogically justified cases. If a student has made a grammatical or stylistic error, then he must independently (and, if necessary, having previously consulted with the accountant) make corrections by rewriting (once) the sentence in which the error was made. The teacher emphasizes punctuation errors, provides the necessary explanations, but does not take them into account. Students do not carry out special work on correcting punctuation errors. Errors are not counted or classified. Students correct errors at home, as a rule, in the same notebooks where they were made, before starting work on the next home written assignment. This work is preceded only by the appropriate title: Correction of Mistakes (English).

For ease of use, notebooks can be numbered. For purely pedagogical reasons, students should retain their notebooks until the end of the school year.

The third type of notebook, the dictionary notebook, is kept by students from grades VI to X. It is recommended to use a general checkered notebook with a thick cover as a dictionary notebook: such a notebook will last longer and students will be able to make notes in it for several years of study. The dictionary notebook has the corresponding heading.

The student's first and last name and class must be written in a foreign language according to a standard format. The notebook-dictionary is signed on the back of the cover, in the upper left corner.

Schoolchildren begin keeping a dictionary notebook in the second year of studying a foreign language, from the moment they begin reading texts (textbooks and books for home and individual reading) containing unfamiliar vocabulary. It is this vocabulary, as well as vocabulary studied earlier, but for some reason forgotten by students, that should be written down in a dictionary notebook.

Therefore, different students may have different numbers of written words. The same notebook-dictionary is also used when working with newspaper vocabulary. It is recommended that students make all entries in the dictionary notebook at home.

#### **The list of used literatures.**

1. [“Forming negation with the prefixes”](#) L.T.Toshhonov, H.T. G'ofurova. Вопросы науки и образования-2020, 32-36
2. Коряковцева Н.Ф. Современная методика изучающих русский язык как иностранный. – Москва, 2002.
3. [“Development of multy-language competence of university students”](#) L.T. Toshxonov - Академическая публицистика, 2019, 260-262
4. [“Ritorik argumentativ nutqning B.Rassel asarlarida ifodalanishi”](#) L.T Toshxonov. Экономика и социум-2022, 408-412

5. [“Badiiy matnda inkorni ifodalashning lingvistik vositalari”](#). L.T. Toshxonov. Экономика и социум-2021, 275-278
6. “Никогда в качестве сенциального отрица” Международной научно-практической конференции «Новые информационные технологии и системы в решении задач инновационного развития», состоявшейся. 27 мая 2021 г. в г. Казань. Ст. 52-54
7. “The category of negation in modern English” Электронное научно-практическое периодическое издание «Экономика и социум» Выпуск №5(84) (май, 2021). Сайт: <http://www.iupr.ru>
8. “Characteristic features of synonymy of non-idiomatic phraseologies on the material of English and Russian languages” Электронное научно-практическое периодическое издание «Экономика и социум» Выпуск №6(73) 2020. Сайт: <http://www.iupr.ru>
9. “Формирование отрицания с префиксами” Jurnal “Question of science and education” № 15 (99), 2020 58-64 betlar. Rossiya 2020.05
10. “Role of antonym in the development of students' speech” Jurnal “Question of science and education” № 15 (99), 2020 55-58 betlar. Rossiya 2020
11. “O‘zbek tilida inkorning prefikslar va so‘zlar yordamida ifodalanishi ” «Интернаука» *научный журнал* № 9(185) март 2021. ст. 60-62
12. “Using “not, not only and but also” in the sentence” Электронное научно-практическое периодическое издание «Экономика и социум» Выпуск Выпуск №2(81) часть 1 (февраль, 2021). ст. 337-342. Сайт: <http://www.iupr.ru>
13. “In Uzbek and English prose statistical analysis of used negative prefixes” Электронное научно-практическое периодическое издание «Экономика и социум» Выпуск №11(78) (ноябрь, 2020). ст. 369-384 Сайт: <http://www.iupr.ru>
14. “Expression of the syntax of “Not” Электронное научно-практическое периодическое издание «Экономика и социум» Выпуск №11(78) (ноябрь, 2020). ст. 363-369 Сайт: <http://www.iupr.ru>