APPLICATION OF A DIFFERENTIAL APPROACH BASED ON LINGUISTIC MODELING IN PRIMARY EDUCATION

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Annotation

This article analyzes the use of linguistic modeling methods in teaching grammatical concepts in primary education and the didactic possibilities of applying a differential approach in this process. While linguistic modeling allows for visual-form coverage of abstract language phenomena, the differential approach serves to improve educational effectiveness by taking into account students ' individual ability and level of training.

Keywords: primary education, grammatical concept, linguistic modeling, differential approach, methodology, didactic effectiveness.

ПРИМЕНЕНИЕ ДИФФЕРЕНЦИРОВАННОГО ПОДХОДА, ОСНОВАННОГО НА ЛИНГВИСТИЧЕСКОМ МОДЕЛИРОВАНИИ, В НАЧАЛЬНОМ ОБРАЗОВАНИИ

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Аннотация.

В данной статье анализируется использование методов лингвистического моделирования при обучении грамматическим понятиям в начальной школе и дидактические возможности применения дифференцированного подхода в этом процессе. В то время как лингвистическое моделирование позволяет наглядно представить абстрактные языковые явления, дифференцированный подход способствует повышению эффективности обучения за счет учета индивидуальных способностей и уровня подготовки учащихся.

Ключевые слова: начальное образование, грамматическая концепция, лингвистическое моделирование, дифференцированный подход, методология, дидактическая эффективность.

Currently, the process of teaching grammatical concepts in the system of primary education of our country is a complex process, and it is necessary to organize taking into account the age

and psychological characteristics of students. In this process, the method of linguistic modeling allows you to give grammatical concepts in a visual, simple and clear form. At the same time, since the individual level of training of each student is different, a differential approach becomes a necessity. The harmonious application of these two methods further increases the effectiveness of primary education.

It forms a quick and effective understanding in elementary school students by expressing grammatical concepts using scheme, sign, table, color, or graphic models. This testifies to the importance of using linguistic modeling. In turn, it helps to more easily assimilate complex abstract phenomena by making them visual. This leads to the development of logical and systematic thinking of students.

In linguistic modeling, the differential approach leads to the organization of education, taking into account the individual abilities, level of knowledge, speed of perception and psychological characteristics of students. This includes more complex, creative assignments for stronger learners; while additional exercises are provided for intermediate learners, it is recommended to give more visual, simpler assignments for sluggish learners.

The differential approach is to take into account the individuality, ability, level of training and the pace of learning of students in the educational process.
- giving complex, creative assignments to strong students;
- providing supportive exercises to moderate adopters;
- for slower students, however, it provides for the organization of simpler, more visual assignments.

By combining linguistic modeling and a differentiated approach, a visual and effective learning process is organized that is adapted to the capabilities of students. For example,
When teaching sentence fragments:
- strong readers independently compose schematic models of complex statements;
- average students complete or partially modify ready-made schemes;
- weak students, on the other hand, only deal with the separation of the head pieces.
In teaching word categories:
 - strong readers make an independent table based on colored characters;
 - average readers fill in the finished table;
- weak students, on the other hand, separate the main categories using characters.
In teaching word making:
 - strong readers make new words with the help of attachments and explain based on the model;
 - average readers analyze existing words;
- sluggish students, on the other hand, are limited only to the display or separation of the suffix.
Lingvistik modellashtirishda differensial yondashuvdan foydalanish natijasida quyidagi didaktik afzalliklarga ega bo'linadi (Figure 1):

As an example, a development on the topic "morphological trees" on word making is presented.

Introduction (5 minutes): preparing a mini–model about the concept of Root-affix.

Procedure (15–20 minutes):

A-level: drawing up a word family map from a given word (book, booklet, reader...).

Grade B: a tree is drawn, making a new word from a set of Root + affixes.

Every student succeeds through assignments tailored to their abilities.

The demonstrability of linguistic models allows for the effective implementation of a differential approach

The learning process combines individual and group work.

Students develop independent work, creative approach and analytical thinking

Figure 1. Advantages of using a differential approach in linguistic modeling

C-level (extended): a map of Shadows of meaning is made by adding a synonym/antonym layer.

Product: groups attach annotated stickers to their" models".

Assessment: critical rubrics (accuracy, systemality, accuracy of comment.

In place of the conclusion, it should be said that in elementary education, the harmonization of linguistic modeling and differential approach in teaching grammatical concepts increases efficiency, since these methods allow students to transform abstract concepts into real visions, consolidate knowledge and develop them in accordance with their individual abilities. As a result, each student achieves success in accordance with their capabilities, and the educational process is effectively organized.

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