

# Problems Of Teaching Uzbek Language

**Boboyev Yusuf Beknazarovich**  
Tashkent State University of Aegea  
Teacher of the Uzbek language and literature

**Abstract:** This article explains in detail that the attention paid by our state to our native language, its study and preservation of its purity is one of the most important tasks today.

**Keywords:** Native language, the spirit of the nation, the state language, the quality of education, the field of education, a set of dictionaries, teaching staff

**Introduction:** Today, one of the most important tasks is to learn our native language and keep it pure. About our native language Our First President I.A. Karimov said in his book "High spirituality is an invincible force": "The mother tongue is the soul of the nation." In fact, the idea of a universe is universal. Because the mother tongue is as important for human life as the mother goddess, the role of the mother tongue in her future activities. People need to have knowledge in order to preserve the nationality and purity of our native language, to increase its respect for it. And knowledge, of course, is given by science teachers in schools, - I would not be mistaken. The services of teachers are invaluable in ensuring that every young generation speaks our native language fluently and independently. President Sh. M. Mirziyoyev's Resolution "On the wide celebration of the thirtieth anniversary of the adoption of the Law" On the State Language "was a great example of respect for the Uzbek language. "Science and Education" Scientific Journal September 2020 / Volume 1 Special Issue 2 [www.openscience.uz](http://www.openscience.uz) 127 The services of native language teachers in teaching the native language and giving students an idea about it are enormous. Today, there are some problems in the teaching of the native language in our education system, which create conditions that undermine the purity, nationality and richness of our language. As a result, there are some difficulties in teaching this subject and making it understandable to students. And, of course, this has a negative impact on the quality of education. The following are some of the problems that need to be addressed in the teaching of mother tongue today: Teachers do not speak pure literary language. Yes, it is in our education system today that there are teachers who teach mother tongue students who do not know how to speak our mother tongue fluently. What kind of students can be trained by teachers who do not pay attention to the purity of our language, who, when necessary, can not find alternative words in Uzbek, and instead use words from other languages, disrespecting our language? Our native language classes are taught in other languages than Uzbek. We often see this in classrooms in urban schools. In Samarkand, there are teachers who teach Tajik in their mother tongue, and in Tashkent, who teach Russian in their native language. It is unfortunate that we see this situation in other regions as well. After all, how do students learn their mother

tongue - the state language in other languages? The fact that young people who can't explain a sentence correctly in Uzbek can't write it correctly and fluently is another matter. No tutorials have been created based on the vocabulary given in the newly created textbooks. This is the most pressing issue in schools today. Textbooks for grades 8-9 have been updated at the beginning of the 2019-2020 school year. If we look at the updated native language textbook, we will see that many texts and dictionaries based on those texts are given. We can hardly find some words in the dictionary and pass them on to the students. But where do students find the meaning of these words in the dictionary? Isn't it time to create a collection of textbooks based on their research? Incompatibility of rules given in textbooks. Comparing school textbooks, we can see that the information given in one class differs from the information on the same subject in another class. For example, in the 5th grade mother tongue textbook, there are four types of sentences according to the purpose of expression, while in the 10th grade mother tongue textbook, only three are mentioned. The 5th grade mother tongue textbook has a topic called scientific and professional terms. In the 10th grade mother tongue textbook, scientific terms are called terms. Have you ever wondered how long it will take for teachers to explain to 128 students that they are a concept that means the same thing? Not all students understand this at once! Or in the 9th grade textbook, there is information that compound sentences are divided into three types depending on the means of connecting: connected, followed, and without a connective. However, the Grade 10 textbook "Methods of Conjunctions" shows that compound sentences can be divided into two types according to their connecting means: connected and unconnected. There are many such examples. This begs the legitimate question: "What should teachers do in this situation? After all, a textbook is the most important and reliable resource for students!" I think it's time to work on the textbooks as well. Students get tired of learning different things. You see, a child who is learning English can easily use what he has learned in school in his later activities. In the native language, however, such an opportunity is almost non-existent. Everyone is busy writing what they want. Punctuation marks are punctuation marks in textbooks. Yeah Al that sounds pretty crap to me, Looks like BT aint for me either. Because punctuation, exclamation marks, question marks are found in the 5th grade, conditional names in quotation marks are found in the 6th grade, hyphens, colons, semicolons, and commas are found in the 9th grade. There is no information about the rest of the punctuation. Many points and parentheses are not clear to students. Students make a lot of mistakes in writing and supervision because they do not know the punctuation above. Unless a class textbook has punctuation marks and hours for their use! The fact that the teaching staff did not abandon the traditional methods of teaching. We can find this problem in any educational institution. Teachers are still teaching using methods such as copying, rehearsing, and answering questions. Many teachers also use traditional methods because they do not know how to use computer technology or because it is not possible to teach in a modern way in schools. The large number of students in the classrooms also prolongs the life of the traditional method. More and more students are doing the same task, reading the answer to a question from a book in each lesson, and getting

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a grade for copying an exercise. We haven't been able to get students interested in classes in recent years. One of the main tasks of our education system today is to use modern pedagogical technologies to attract students to the lessons. Unless the above-mentioned problems are solved, it will be difficult to maintain the purity of our native language and instill in our students a sense of pride in our language. "Science and Education" Scientific Journal September 2020 / Volume 1 Special Issue 2 [www.openscience.uz](http://www.openscience.uz) 129

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