

Goals, objectives of the subject of methods of teaching the Uzbek language, the relationship with other disciplines

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Annotation: This article provides information about the goals, objectives, and relationship of Uzbek language teaching methods with other disciplines.

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Language skills, creative thinking, communicative literacy, pedagogical technology, conscious verbal cognitive education (CVL), MYBT (step-by-step system of text creation), "student - education - teacher" system, practical purpose, educational purpose, developmental goal, educational goal, guiding goal, analysis - synthesis, modeling, methodical heritage, classification. Thanks to independence, huge reforms are being carried out in the field of education. From the first days of independence, serious attention was paid to the education of the younger generation. The introduction of the Law on Education, the National Training Program, and the State Education Standards is the most important step in this process. These documents also set a number of requirements for mother tongue education. On this basis, native language programs and textbooks have been updated. Two generations of updated native language textbooks have been published and introduced into teaching. Attitudes and requirements for mother tongue teaching have changed. Textbooks are based on these requirements. [1]

Although the methodology of teaching the mother tongue has a rich experience as a pedagogical discipline, there are a number of problems associated with the teaching of this subject. This is due to the fact that a number of modern technologies have entered and are entering the educational process, the textbooks of the mother tongue of general secondary schools have been updated, textbooks for academic lyceums and vocational colleges have been created. Views and analyzes related to them, methodological guidelines should become the object of study of Uzbek language teaching methods. In this sense, the content of the subject can be defined as: development of a coherent system of mother tongue education, selection and implementation of methodological recommendations for the organization of mother tongue lessons, as well as modern pedagogical technologies in the field of methodology, interactive methods of language teaching to develop the scientific basis reflected in it. This subject is aimed at the application of acquired knowledge in pedagogical practice, the effective use of advanced pedagogical technology. Methods of teaching the Uzbek language study the didactic basis of the formation of creative thinking. What is the subject of methods of teaching the native language to the younger generation? How much? How? answers questions that need to be taught. [2]

The study of language teaching methods is the ability to search for, select and apply in practice the most appropriate methods for different stages of education.

The main purpose of the methodology of teaching the Uzbek language is to develop the skills and abilities to use the language opportunities correctly, clearly, appropriately and effectively, to develop logical and creative thinking, to increase communicative literacy, to promote national independence in students. formation of the verse and spiritual enrichment of the student's personality. [3]

The main task of language teaching methods is to bring up mature teachers who are able to express students' free, creative, independent ideas orally and in writing, correctly on the basis of literary language norms, the ability to convey the same meaning in different situations.

The subject of methods of teaching the Uzbek language has its own theoretical basis and research methods. These are:

1. Observation. Linguists and methodologists read and listen to scientific lectures, periodicals, methodological articles, lectures on pedagogical readings, follow modern lesson plans and draw appropriate conclusions. This method teaches the problems associated with teaching the mother tongue, identifies new ideas and methods. [4]
2. Experiment. Methodists - scientists share the results of their research at scientific conferences, experiment with the methods they promote and apply in a certain school or academic lyceum on the basis of reasonable and reliable criteria. They analyze the results. This method provides a basis for proving the reliability and validity of the proposed scientific and methodological hypotheses.
3. Testing. This method is used to study the theoretical knowledge, skills and abilities of students. Conducting test questions allows to draw generalized conclusions about the knowledge and practical skills of students.
4. Distribution of questionnaires and questionnaires. This method studies the attitudes, interests and desires of teachers and students to science. [5]
5. Teaching methodical heritage. Mother tongue o Although the history of the unit dates back to ancient times, its teaching methods do not have a long history. Although the works of Al-Khwarizmi, Farobi, Ibn Sino, Beruni, Zamakhshari, Navoi, who lived and worked in the past, contain ideas about education, how to use the native language? There are no ideas about teaching. Al-Khwarizmi's "Knowing through perception is partial knowledge, while logical knowledge is the truth." Abu Nasr al-Farabi said, For this, education should be properly organized, managed and directed by the teacher. "[6] .

In the early twentieth century, in addition to traditional teaching methods, European teaching methods were added. Local intellectuals Fitrat, Munavvar qori, Hamza, A.Avloni, Qori Niyazov, Qayum Ramazan, Murod Shams, Majid Qodiri took an active part in creating textbooks and manuals. In the 1940s, S.A. Fvesalonisky's manual "Methods of teaching the native language" was published. The manual covers a wide range of speech development and essay issues, with no emphasis on morphology and syntax teaching methods. Since the 1940s, Uzbek scholars have been conducting research on language teaching problems. In 1944, M. Shams conducted research on "Methods of teaching spelling", K. Khairullayev - "Typical spelling errors and their elimination." In 1950, M. Shams published a manual "Methods of teaching the Uzbek language." In 1952, the first part of the "Methods of teaching the Uzbek language" was published under the editorship of F. Kamol. In 1960, H. Rustamov's book "Methods of teaching syntax and punctuation", in 1963, N. Abdurahmanov's "Methods of teaching the Uzbek language" were published. By 1975, a more complete textbook was created by Y. Gulomov, I. Rasulov, H. Rustamov, B. Mirzaakhmedov. This textbook is also called "Methods of teaching the Uzbek language." This textbook has been used in practice until now. During the 1960s and 1980s, the volume of methodological work increased. At present, extensive research is being conducted on the methods of teaching the native language.

The methodology of teaching the Uzbek language is closely linked, first of all, with philosophy and general linguistics, with the theoretical foundations of linguistics.

The scientific basis and content of the subject of mother tongue taught in schools is determined, first of all, by the science of language. The correct organization and effectiveness of mother tongue teaching depends on the scientific and clearness of linguistic conclusions about the language. The methodology of teaching the native language and its development is inconceivable without the science of linguistics.

Methods of teaching the native language work in conjunction with the disciplines of pedagogy and psychology. Pedagogy is a science that determines the principles of education. The principles of education are also used in mother tongue lessons. The didactic part of the subject of pedagogy is the theoretical basis of the methodology of teaching the mother tongue, based on all the principles of the didactics of the method of teaching the mother tongue.

The teacher should study the psychological abilities of his students, take them into account when explaining the materials of the native language. The teacher should be able to arouse students'

interest in their subject, to attract their attention, to use ways to memorize this material. All this shows that the methodology of teaching the mother tongue is related to psychology. [7]

Conclusion:

The content of teaching the Uzbek language. The content of education is determined and formed on the basis of the latest achievements of pedagogical technologies in accordance with the requirements of the state and society. The formation of the content of education in modern pedagogy is carried out at the expense of 4 important components.

1. The system of knowledge that students need to acquire (system of linguistics, concepts, rules and definitions)
2. The system of practical skills and competencies corresponding to the selected scientific and theoretical knowledge
3. To teach students the methods of creative activity. Activity can be at the level of recollection, partly creative and scientific-creative
4. The system of interaction between the student and the student The content of teaching the native language is phonetics, lexicology, grammar, methodology, correct pronunciation, correct writing, word choice and sentence construction , creative thinking, correct and clear expression of ideas, expressive reading, work on the text and text creation.

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