

Methodological Basis Of Teaching Uzbek Language In Secondary Schools (Example of Uzbek-language schools in Kazakhstan)

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Annotation. This article examines the organization of Uzbek language lessons in Uzbek schools in South Kazakhstan on the basis of innovative methods, the formation of students' speech in the classroom.

Keywords. Uzbek language, artistic thinking, ability, Uzbek-Kazakh brotherhood, innovative idea, richness of vocabulary, speech culture, style.

Belonging to a language family between Uzbek and Kazakh; good-neighborliness between the Republics of Uzbekistan and Kazakhstan in terms of territorial borders; blood ties; the closeness of the social way of life, the influence of the Uzbek language, literature, art, culture on the Kazakh language, Kazakh literature, Kazakh art and culture on the Uzbeks is one of the peculiarities of all-Turkish spirituality.

At all times, setting goals for education has been a priority of public policy. The purpose of education is a preconceived notion of the practical activities of society, and the general purpose of education is determined by the social order that society places before the school. Depending on the situation, the learning process, its essence, content, methods and tools, teacher-student relationship, projects how the effectiveness of this system will shape the person or specialist.

For centuries, the problem of the relationship between language and culture, language and values has been at the top of the agenda. In different periods of history, such relations are divided into general and partial criteria according to the needs of society. Indeed, man's language, that is, his speech, has always been regarded as a means of expressing his manners, his inner culture. Our ancestors paid special attention to the language of each person, his attitude to the language, how his speech is expressed. As a result of such views, over time, certain criteria have emerged that determine the etiquette of speech, the culture of communication.

According to the well-known linguist, Doctor of Philology, Professor Yo. Nowadays, when we talk about the possibilities of this language, we usually mean only those aspects that have been proven, revealed, and recognized by the public on the basis of research. However, only a small part of the possibilities of the use of Uzbek language units in speech, that is, some of the possibilities of some of them, is revealed. After all, to fully explain the possibilities of using each language unit in its own speech, the word definition, the main morphemes of each phonetic unit (phonemes, syllables, accents, melody ...), morpheme units (all have the property of being the basis, auxiliary morphemes affixes - suffixes, rudimentary compounds, even morphemes and phonemes) all the possibilities of lexical means, compound speech devices: the laws of connection with each other,

meaning and functions, methodological aspects, connotations, opening in different changes it means that the other side must be thoroughly studied”¹.

Quality education of students, including schoolchildren, the formation and improvement of their intellectual abilities, creative thinking, creative thinking is recognized as one of the conditions for sustainable development of countries around the world². It is worthwhile to conduct research on enriching students' vocabulary in native language lessons, improving effective teaching methods, enriching the didactic content of education, using innovative forms, methods and tools that meet modern requirements in the teaching process, as well as their application in practice. Not. Special attention is paid to the approach of modern methodology aimed at strengthening creative activity. It is no secret that the mother tongue is the main source that shapes a person's thinking, develops a person as a person, ensures his spiritual maturity and perfection. That is why every nation, every nation, which recognizes itself in the world civilization, first of all, strives to raise the value of its native language, to increase the effectiveness of its education.

In modern Uzbek linguistics M.Makhamova's "Formation of pedagogical communication culture of future educators", F.Aminova's "Didactic bases of teaching students to create a communicative text", A.Aripova's "Linguistic-methodical means of oratory", K.Bozorbekov's "Phraseologisms of Uzbek speech", T. Juraev's "Language and methodological features of the epistolary genre in modern Uzbek literary language", Sh. A. Ergasheva's research on "Methods of developing students' speech through text in language lessons", "Methods of speech development in the process of strengthening theoretical knowledge in mother tongue lessons" issues language, pedagogy, method The problem was analyzed from the point of view of both sciences, both theoretically and practically. In recent years, the Uzbek language culture pays great attention to the grammatical correctness of expressions, a number of communicative qualities of speech, taking into account the requirements of speech culture in both oral and written speech, adherence to stylistic rules, colorful vocabulary, skillful use of expressive grammar.

In the research of the scientist D. Yuldasheva, the purpose of mother tongue education is divided into general and specific goals on the basis of dialectical categories, and the general purpose of mother tongue education is not directly related to time and places or dominant ideologies. It involves teaching the learner to read and write at all times, and to develop the skills and abilities to express their thoughts in written / oral forms. This goal is certainly realized when education is conducted in the mother tongue. The specific goal of mother tongue education is to develop gradually in a step-by-step and continuity in the integral connection with social development - the next goal including the previous one.

It is well known that the general purpose of education is the purpose of the types and stages of education, which give the desired effect only when the purpose of each particular lesson, as well as the purpose, is determined in close connection with the content and method³. The general logic of mother tongue education in school, ie the content of the subject should be understood in accordance with the purpose of education, because the content of mother tongue education in accordance with its purpose, taking into account the needs of the student state, society, science, technology, industry should be provided.

Each new generation acquires the knowledge and experience accumulated during the course of social life and creates new ones on the basis of this knowledge. In connection with the purpose of mother tongue education, the amount and nature of knowledge to be acquired by the student is

¹Тожиев Ё. Адабий тилдан фойдаланишга муносабат масалалари. Ўзбек тилшунослиги мамлакатимиз инновацион тараққиёти кўзгусида. Т.2011. 218-б.

² Бирлашган Миллатлар Ташкилоти Бош Ассамблеясининг 2015 йилнинг сентябрида Барқарор ривожланиш бўйича ўтказган саммити <https://old.xs.uz>

³ Юлдашева Д.Н. “Кадрлар тайёрлаш миллий дасури” талаблари асосида таълим мақсадини белгилашнинг дидактик асослари: пед. фан. ном. дисс...– Т., 2007. – 146 б.; Yuldasheva D.N. Ona tili ta'limi maqsadining tadrijiy taraqqiyoti. – Toshkent: O`zbekiston Milliy ensiklopediyasi, 2013,2019. – 168 bet.

determined by social needs and coordinated with the needs and capabilities of the learner. The main purpose of educating a student is to direct him to independent activity, to prepare him for his place in the micro-society, and to develop the most necessary skills and competencies.

In the organization of native language classes in Uzbek schools in Kazakhstan, special attention is paid to the development of certain skills and competencies that students need to acquire. It is also not right to try to impart the same level of knowledge to the student, which is not applicable in practice, i.e. not related to the daily independent creative application. After all, in the process of general secondary education is characterized by the practicality, pragmatic value of knowledge intended for the student. This applies equally to all mother tongue classes of any secondary general education school, regardless of the place and time of teaching. The organization of mother tongue lessons in Uzbek schools in Kazakhstan requires the teacher to pre-design each hour of teaching, which is associated with the method of teaching the mother tongue subject.

Defining the educational reality that is carried out sequentially in the course of the lesson in the project of each hour of lessons in the native language; their pragmatic value; find ways to quickly and easily assimilate the established database to students; analytical-critical comment; types of creative activities such as anticipating and planning the outcome are manifested. It is known that the main competence for the implementation of any pedagogical task is the ability to make a pedagogical diagnosis of the projected learning process, to anticipate a positive result and to design the learning process on this basis.

The teacher must be extremely vigilant in designing lesson processes in advance. Because it cannot simply define the approximate options of learning activities. It is especially important to diagnose the results of the design of the organization of native language classes in Uzbek schools in conditions of social life in a foreign language. In this activity, the process of generating, processing and integrating design ideas and their solutions is one of the positive results of design²².

In this regard, the Russian Methodist scholar G.E. Muraveva clearly states that, first of all, a science teacher must have the skills to carefully design the topics of the subject he teaches, to diagnose the outcome of the didactic process as a foreknowledge; clear project implementation planning; design of the technological process for the creation of material means; Qualities such as modeling new information about an object form the basis of this skill⁴. In humans, the language of thought is usually the mother tongue. Man thinks in his mother tongue, thinks in his mother tongue, translates what is in his mother tongue into his tongue, into his speech. Both the first word and the last word are related to the mother tongue. So the language depends on the nation. It should be noted that for a person, the language he usually speaks becomes the language of his thinking, which is an important factor in shaping the social consciousness of the user, it is an undeniable fact that a person is inclined to ideology in the language in which he speaks and thinks. It should also be noted that the language in which school education is conducted, the language becomes a tool for teaching and learning all subjects included in the structure of secondary education.

The main goal of Uzbek language education in the curriculum for teaching the native language in the existing Uzbek schools in the country is as follows:

- 1) to be able to think about the student's personality, to understand the opinion of others and to express the product of this opinion orally and in writing (listening, speaking, reading and writing), ie to develop communicative literacy;
- 2) to develop a new generation with a high level of knowledge, deep thinking, able to express themselves freely, able to solve problems, as well as a place in life;
- 3) this educational material is based on the internal connections of the general educational content and is combined with the creative activities of students.

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⁴ Муравьева, Г. Е. Проектирование технологий обучения. Учеб. пособие. – Иваново, 2001. – 123 с.
<https://search.rsl.ru/ru/record/01000744463>

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The purpose of education is “Why do we teach?”, The content of education is “How much do we teach to whom?”, The method of teaching is “How do we teach?”, And the teaching aids are “On what basis do we teach?”. answers the questions. Based on this logic, we can say that the content of teaching Uzbek in secondary schools in Kazakhstan is (in general) consistent with the intended purpose. Indeed, "the content of education is the relationship between knowledge, skills, abilities, methods of activity, as well as the emotional assessment of the phenomena of nature, society, thinking, selected from the content of information for the purpose of informing, developing and educating young people." ⁴⁰

It is clear from this description that the content of education refers to the knowledge that should be given to the student during the lesson, the skills and abilities formed on the basis of this knowledge, methods of activity and the student's emotional assessment of reality.

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