ORIGINAL ARTICLE

AMERICAN ACADEMIC PUBLISHER
OPEN ACCESS JOURNAL

EFFECTIVE METHODS FOR TEACHING UZBEK AS A FOREIGN LANGUAGE

Umirova Mamlakat Imomovna

Teacher of the department "Philology and teaching languages", "International school of finance technology and science" institute

Annotation: This article explores effective methodologies for teaching Uzbek as a foreign language, considering the unique challenges posed by its grammatical structure and limited availability of learning resources. It examines various pedagogical approaches, including communicative language teaching (CLT), task-based learning (TBL), and technology-integrated methods, analyzing their suitability and effectiveness in the context of teaching Uzbek language instruction. The article also discusses the importance of cultural awareness and the role of assessment in optimizing the learning process.

Keywords: Uzbek language, foreign language teaching, communicative language teaching, task-based learning, direct method, technology-integrated language learning, cultural awareness, language assessment, pedagogical approaches, computer-assisted language learning.

Introduction

The increasing global interest in Uzbek culture and the growing need for communication in Central Asia necessitate the development of effective methodologies for teaching Uzbek as a foreign language. Unlike many widely taught languages, Uzbek faces unique challenges, including a relatively limited number of readily available learning resources and a grammatical structure that may differ significantly from those of learners' native languages. Teaching a foreign language, such as Uzbek, requires careful consideration of various methods and techniques to maximize students' learning and comprehension. With Uzbek being a unique language spoken primarily in Uzbekistan and surrounding regions, it becomes essential to adopt diverse approaches to effectively teach it. The grammar-translation approach is the first strategy. This conventional approach places a strong emphasis on translating materials from Uzbek to the mother tongue and studying grammar rules. This method may not improve speaking and listening abilities, but it does have advantages in improving writing abilities and comprehension of language structures. The audio-lingual method, which stresses repetition and the learner's capacity to imitate native Uzbek speakers, is an additional strategy. It practices pronunciation and linguistic patterns through dialogues and drills. Despite improving students' oral communication abilities, this approach may overlook theoretical information and result in a small vocabulary.

The Uzbek language is taught as a native, state, and foreign language in Uzbekistan, a nation with a large population and a diverse population. Meanwhile, one of the most urgent concerns on the table is teaching Uzbek to foreigners because they are foreigners [1].

Main Part

In order to raise the status and prestige of our native language, which reflects the national culture of the Uzbek people, effective efforts are made to ensure its regular development, even though the Uzbek language has state status, has more than 50 million native speakers, and is not in

danger of going extinct. Many foreigners are more interested in studying Uzbek language and culture because of our country's rich history, natural resources, and tourist appeal, all of which can lead to economic growth potential. Despite these initiatives, there are still a lot of issues with pedagogy and strategies for successfully teaching Uzbek as a foreign language. To establish methodological support for this activity that must be solved [2].

Teaching the Uzbek language is done in two ways, according to Kh. Kadirova: teaching the Uzbek language as a foreign language and teaching the Uzbek language in foreign language groups that have access to the linguistic environment [3]. The author of the paper lists two ways that Uzbek language instruction can be done using gaming technology and explains how these methods impact language learning efficacy.

In addition, methodological linguists offer different methods of language education:

1. Language teaching based on grammatical rules and formulas;

2. Using audio, video, and other natural communication methods to learn a language devoid of grammatical rules.

Given that language is a system based on laws and specific patterns, it is important to learn and teach it in a natural communication environment with a focus on the development of speech skills like reading, writing, speaking, and listening, all of which are based on crucial grammatical rules. Of course, both approaches may have benefits and technical aspects.

The classical methodology is mainly based on the first approach, and modern methods of teaching the Uzbek language tend to use the second approach.

The direct technique emphasises the use of images, objects, and real-life scenarios without translation in order to immerse students in Uzbek from the outset. Students' speaking and listening skills quickly develop through the encouragement of active communication and context-based learning. For pupils who want a more methodical approach, this strategy could not offer enough discipline and direction. With an emphasis on meaningful communication, the communicative language teaching (CL.T) approach encourages students to engage and share their thoughts. By using a task-based approach, students use their knowledge of the Uzbek language in real-world contexts, improving their accuracy and fluency. However, in order to effectively achieve learners' linguistic goals, this technique may need careful implementation and significant material development [4].

In contrast, the Total Physical Response (TPR) approach incorporates physical actions and movement in learning Uzbek. It emphasizes comprehension before production and allows learners to acquire language skills genuinely. While this method may not suit all learning styles and needs, it proves effective for kinesthetic learners and children.

Uzbek is taught as a foreign language using a variety of techniques. Among these is the intercultural approach, which is among the best ways to learn a language. The student is prepared for international understanding and professional communication based on his general proficiency in foreign languages and his chosen field. From a contemporary perspective, "language knowledge" encompasses not only an understanding of the lexical and grammatical components

of the language under study, but also an understanding of the history, culture, customs, and traditions of the nation in which the language is being studied. Understanding and correctly using words requires knowing where they come from, knowing when they can be used, and being aware of the most basic and essential information on the the history, culture and political reality of the country where the language is studied [5].

The natural approach, which draws inspiration from Krashen's theory of language acquisition, encourages exposure to intelligible input and creates an atmosphere that replicates the organic process of learning a first language. This approach emphasises listening comprehension while introducing speaking abilities gradually and at a comfortable pace. To improve their reading and writing skills, students may require more practice. Self-directed learning gives students who value independence the opportunity to study Uzbek on their own schedule and at their own speed. Students can take charge of their language learning with the use of resources including internet platforms, audio materials, and textbooks. To guarantee steady growth, self-directed learning necessitates strong time management abilities and intrinsic desire. Mobile applications and computer-assisted language learning (CALL) are two examples of technology-based approaches that provide creative and engaging ways to learn Uzbek [6]. They provide a wide range of multimedia resources, gamification, and personalized learning experiences. Although technology can be engaging, some learners might require guidance and feedback that solely technology-based methods may not provide effectively.

The lexical approach places a strong emphasis on teaching vocabulary and collocations in Uzbek as the cornerstone of language proficiency. By teaching language in context and assessing their understanding through collocation exercises, learners increase their vocabulary and enhance their capacity for efficient usage. However, this method can overlook the grammar instruction needed for advanced language competency. Last but not least, content-based training allows students to learn about subjects that interest them while simultaneously improving their language skills by fusing language education with information from various academic disciplines. This method facilitates pertinent learning experiences while expanding students' understanding of Uzbek culture and society. However, it might necessitate well-planned curricula that suitably balance language and content goals.

The communicative method places a strong emphasis on using Uzbek in real-world communication situations. Students actively engage in interactive activities including role-plays, debates, and discussions by emphasising the use of language in everyday situations. Teachers help students improve their language abilities by facilitating real-life scenarios, which helps them become more confident and fluent speakers of Uzbek. Technological developments have produced a number of instruments, such as virtual reality, internet platforms, and applications, that can improve language acquisition. Uzbek vocabulary and grammar can be practiced with interactive lessons offered by mobile apps such as Duolingo and Memrise. Students can engage in live chats with native Uzbek speakers through online platforms such as Zoom and Skype. Students can also virtually experience Uzbek culture through virtual reality simulations, which immerse them in real-life Uzbek situations. Teaching Uzbek should involve more than just language skills; cultural integration is essential. To promote a comprehensive grasp of the language, it is essential to introduce students to Uzbek literature, music, customs, and traditions. Field trips to Uzbek communities, cultural events, and guest lecturers can give students firsthand experiences that foster both language growth and cultural awareness.

Students participate in real-world, purposeful projects that demand the active application of Uzbek language proficiency as part of task-based learning. Students gain language proficiency while achieving real-world goals by concentrating on finishing certain tasks, including making travel plans or placing food orders in Uzbek. This approach makes learning a language more useful and pleasurable by improving both language proficiency and problem-solving abilities. In order to provide efficient Uzbek language instruction, teachers are essential. They must to use a variety of instructional strategies, adjust to the different learning preferences of their students, and offer helpful criticism. As linguistic role models, teachers should provide direction and cultivate a welcoming classroom atmosphere that promotes involvement and active learning. Multimedia materials, like Uzbek songs, movies, and podcasts, enhance language training and increase student interest. Students' listening skills are improved by exposing them to a variety of accents, intonations, and speech patterns through authentic audio and visual materials. Additionally, multimedia materials offer cultural insights that aid students in comprehending the language in a more comprehensive sociocultural framework.

Teachers can create customised learning plans that are suited to each student's unique requirements and objectives by taking into account the fact that pupils have a variety of learning styles and speeds. This method could entail one-on-one meetings with teachers or language tutors, self-paced courses, or customised assignments. Students can efficiently acquire Uzbek language proficiency at their own pace by accommodating their own learning preferences.

Proficiency in the target language for communication purposes. In educational (cognitive) activities related to teaching foreign languages, students acquire the language, develop their speech mechanisms, and use it in communicative situations. Learning a foreign language involves mastering these speech patterns. The methodical component involves educating students to think logically about learning new things, developing their language abilities, and using those skills to practically communicate (both in writing and verbally).

Using the language that has been studied for tasks as well as for communication with the teacher or other members of the group is known as communicative language instruction. Numerous interactive exercises, such as role-playing games, polling, pair work, etc., are included. By teaching the program's contents in a language other than the student's native tongue, the immersion method (also known as language immersion) is used at the start to encourage bilingualism. Furthermore, reading in the studied language is taught earlier than reading in the home tongue. Silent Way: This teacher listens more than she talks.

The teacher employs a variety of colour tables to teach pronunciation at lower levels, where each colour or symbol represents a distinct sound. As a result, new vocabulary is acquired. Natural Approach: The focus is on the student's limitations in learning. Every succeeding section of the content must be easily readable and inevitably based on previously finished work. According to the Total Physical Response Method, pupils initially view the content passively and without using it. The next step requires them to react physically to certain phrases, such action verbs. Additionally, pupils don't start practicing the language until they have successfully completed the first two phases.

An aspect of the physical reaction method is the teaching of proficiency through storytelling and reading. It involves the teacher narrating short stories that are full of new vocabulary and asking the class a series of questions that call for straightforward yet emotionally charged responses.

Regular assessment is vital to monitor learners' progress and adjust the teaching accordingly. Assessment should be varied, incorporating both formal and informal methods such as quizzes, tests, presentations, projects, and observations of classroom participation. Formative assessment should guide teaching decisions, while summative assessment provides a comprehensive measure of learner achievement.

Conclusion

In conclusion, language learners have a variety of options when learning Uzbek through various teaching approaches. To meet the varied requirements of their students and offer a thorough language learning experience, teachers must skilfully combine a variety of approaches, whether they are the grammar-translation approach, direct method, communicative language teaching, or any other strategy covered in this essay. College students need to be taught Uzbek using a variety of efficient techniques that meet their various learning objectives and needs. Multimedia resources, task-based learning, cultural integration, technical tools, immersive experiences, communicative approaches, the involvement of teachers, and customised learning plans are all components of a well-rounded language acquisition process. Through these various methods, college students can develop proficiency in Uzbek while gaining a deeper understanding of its intricate cultural tapestry.

Effective teaching of Uzbek as a foreign language requires a balanced and integrated approach, combining the strengths of different methodologies. While CLT is essential for fluency development, TBL ensures functional language skills, and technology-integrated learning enhances engagement and personalization. Moreover, a strong emphasis on cultural awareness is crucial to understanding the nuances of Uzbek language and communication. By carefully selecting and implementing these methods, and by adapting them to the specific needs and levels of learners, educators can create engaging and effective UFL learning experiences.

References:

1. . O'zbekiston Respublikasi Prezidentining 2020-yil 20-oktabrdagi "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi PF-6084- son Farmoni// PF-6084-сон 20.10.2020. Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida (lex.uz)
2. O'zbekiston Respublikasi Prezidentining "Xorijiy davlatlarda O'zbekiston tarixi va madaniyati, o'zbek tili va adabiyotini o'rganishni keng targ'ib qilish orqali turistlar oqimini ko'paytirish hamda mamlakatimiz nufuzini yanada oshirishga doir qo'shimcha chora-tadbirlar to'g'risida"gi Qarori// PQ-19-сон 12.01.2024. Xorijiy davlatlarda O'zbekiston tarixi va madaniyati, o'zbek tili va adabiyotini o'rganishni keng targ'ib qilish orqali turistlar oqimini ko'paytirish hamda mamlakatimiz nufuzini yanada oshirishga doir qo'shimcha chora-tadbirlar to'g'risida (lex.uz)

3. Кадирова, Х. (2023). ДВА РЕЖИМА ПРОЦЕССА ОБУЧЕНИЯ УЗБЕКСКОМУ ЯЗЫКУ В ИГРОВОЙ ТЕХНОЛОГИИ, Uzbekistan Language and Culture, 5(2). Retrieved from https://aphil.tsuull.uz/index.php/language-and-culture/article/view/82

4. Глумова Е.П., Мухамедова С.Х., Рашидова Н.Б. (2022). РЕГИОНАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ СРЕДА В ПОЛИЛИНГВАЛЬНЫХ ВУЗАХ РОССИИ и УЗБЕКИСТАНА. Язык и культура. 2022. № 59. С. 178-201/Language and Culture. 2022

5. Anthology of Uzbek pedagogy. "Uzbekistan", T. 1995. 189-b.

6. Mamlakat Umirova. INNOVATIVE METHODS FOR TEACHING AS A FOREIGN LANGUAGE. (2024). International Journal of Artificial Intelligence, 4(04), 36-38. https://www.academicpublishers.org

7. Umirova Mamlakat Imomovna. (2023). OG'ZAKI VA YOZMA NUTQ, ULARNING O'ZARO BOG'LIQLIGI: FILOLOGIYA FANLARI . IQRO , 5(1), 22–24.

8. Imomovna, U. M. . (2023). ANTONIMLARDAN O'RINLI FOYDALANISH KO'NIKMASINI SHAKLLANTIRISH. IJTIMOIY FANLARDA INNOVATSIYA ONLAYN ILMIY JURNALI, 3(5), 89–91.

9. Nurmanova S.T. METHODS OF TEACHING THE UZBEK LANGUAGE AS A NATIVE // Мировая наука. 2021. №10 (55).