METHODOLOGY OF DEVELOPMENT OF MOTHER TONGUE EDUCATIONAL CONTENT BASED ON HERMENEUTIC TEACHING

Djo'rayeva Shaxnoza Shakirjanovna
Senior teacher of the Pedagogical Department of UTAS

Annotation: To be able to use the scientific and theoretical foundations of mother tongue education, the most convenient and modern methods of teaching at different stages of education, to teach the methodology of teaching the uzbek language based on the professional requirements for future teachers of the uzbek language. It consists of teaching effective methods, forms and methods of teaching the content of the language at the level of modern requirements, highlighting the pedagogical and methodological possibilities of their implementation. The methods and methods of teaching the uzbek language to students, their theoretical foundations, the hermeneutic approach, the role of the uzbek language in the educational content, the set of BKMs given to students at each level of the uzbek language, theoretical knowledge of the theoretical foundations of innovative pedagogical and methodological activities to work on the tasks, to achieve full mastery of the practice of the uzbek language educational content methodology with the students. The hermeneutic teaching on the development of a scientific worldview in the uzbek language education is reflected in the article.

Basic concepts: Language, thinking, coherence, word, tool, product, material entity, learning process, uzbek language unit, discourse, student, hermeneutic teaching, acquisition, language as a social phenomenon, quality, introduction, important importance, uzbek language educational content, scientific outlook, clear understanding, help.

Annotatsiya: Ona tili ta'limining ilmiy-nazariy asoslarini, o'qitishning eng qulay va zamonaviy metodlarini ta'limning turli bosqichlarida qo'llay olishni, bo'lajak Ona tili o'qituvchilariga qo'yiladigan kasbiy talablar asosida Ona tili o'qitish metodikasi ta'lim mazmunini zamon talablari darajasida o'qitishning samarali metodlari, shakl va usullarini o'rgatish, ularni amaliyotga tatbiq qilishning pedagogik-metodik imkoniyatlarini yoritishdan iborat. Talabalarda ona tilini o'qitish metodlari, usullari, ularning nazariy asoslari, germenevtik yondashuv, ona tilining ta'lim mazmunida tutgan o'rni, Ona tilining har bir sathi doirasida talabalarga beriladigan BKMlar majmuasi, innovatsion pedagogik-metodik faoliyatining nazariy asoslariga oid nazariy bilimlarni oquv topshiriqlari ustida ishlash, talabalar bilan ona tili ta'lim mazmuni metodikasiga oid amaliyotini to'liq o'zlashtitirishlariga erishish. Ona tili ta'lim mazmunida ilmiy dunyoqarashni rivojlantirishga doir germenevtik ta'limot maqolada o'z aksini topgan.

Tayanch tushunchalar: Til, tafakkur, uzviylik, so'z, vosita, mahsul, moddiy borliq, o'quv jarayoni, til birligi, nutq, talaba, germenevtik ta'limot, o'zlashtirish, tilni ijtimoiy hodisa, sifat, tanishtirish, muhim ahamiyat, ona tili ta'lim mazmuni, ilmiy dunyoqarash, aniq tushunish, yordam berish.

Аннотаtsiя:Уметь использовать научно-теоретические основы обучения узбекскскому языку, наиболее удобные и современные методы обучения на разных этапах обучения, преподавать методику преподавания узбекского языка с учетом профессиональных требований к будущим учителям узбекского языка. Оно заключается в обучении

эффективным методам, формам и методам обучения содержанию языка на уровне современных требований с выделением педагогических и методических возможностей их реалиzatsii. Методы и методы обучения студентов каракалпакскому языку, их теоретические основы, герменевтический подход, роль узбекского языка в содержании образования, набор БКМ, даваемых студентам на каждом уровне узбекского языка, теоретические знания узбекского языка. теоретические основы инноваtsионной педагогической и методической деятельности для работы над поставленными задачами, достижения полного овладения на практике методикой содержания образования узбекского языка со студентами. В статье отражено герменевтическое учение о развитии научного мировоззрения в узбекском языковом образовании.

Основные понятия:Язык, мышление, связность, слово, инструмент, продукт, материальная сущность, процесс обучения, языковая единица, дискурс, ученик, герменевтическое учение, усвоение, язык как социальное явление, качество, внедрение, важное значение, образовательное содержание узбекского языка. , научный кругозор, ясное понимание, помощь.

The scientific and methodological foundations of mother tongue education, as well as the most convenient and modern teaching methods, can be applied at various stages of education. In the process of establishing the new Renaissance framework, great emphasis is being placed on the integration of the module-credit system and the development of students' independent work skills in pedagogical and methodological contexts. This approach focuses on the competency-based model in teaching mother tongue methodology, and it is aimed at enhancing linguistic competencies and advancing speech competencies during the learning process.

The "Action Strategy for the Five Priority Areas of the Republic of Uzbekistan for 2017–2021" specifically emphasizes "...the improvement of the education system and the expansion of opportunities for quality educational services." In the context of the module-credit system, independent educational tasks occupy a central role in addressing global issues. In Uzbekistan, the teaching of the subject "Mother Tongue Teaching Methodology" to future mother tongue teachers is based on the credit system, where learning materials are studied independently by students, and practical tasks are completed individually.

The subject "Mother Tongue Teaching Methodology" is based on a competency-oriented approach, which aims to develop linguistic competencies and enhance speech competencies during lessons. The necessity of expanding the methodological possibilities for developing skills such as listening comprehension, speaking, reading, and writing within this framework is also emphasized. This requirement drives the development of the didactic system and technological model for the advancement of methodological competencies and their practical application, as well as improving the pedagogical and didactic conditions.

The improvement of the content of mother tongue education aligns with the national development goals and the tasks set by the state for methodologists at the current stage of societal development. These tasks are multi-faceted and focus on educating students in ideological, political, moral, aesthetic, and labor disciplines. The content of mother tongue education aims to develop students' ability to express their ideas grammatically correctly, stylistically precise, meaningfully, with attention to intonation, and to write them in accordance with spelling rules.

This task, as a subject, is directly related to the unique characteristics of the mother tongue and is carried out in connection with the pedagogical tasks aimed at developing the student as an

individual. The content provided in mother tongue education includes knowledge of phonetics, orthography, syntax, and lexical semantics. The theoretical knowledge provided also covers the correct use of spelling principles and punctuation marks.

Moreover, the content of mother tongue education involves the development of phonetic, graphic, morphological, syntactic, and other essential skills. In the process of learning the language, students also work on forming subject-specific interdisciplinary skills (skills that are common across subjects), such as analysis, synthesis, abstraction, generalization, classification, and comparison. Developing these skills on the basis of hermeneutic pedagogy contributes to enhancing students' learning activities, enabling them to successfully master knowledge and improving their ability to communicate effectively in oral and written forms.

The development of subject-specific skills in the content of mother tongue education is inseparable from interdisciplinary skills and is carried out in an interconnected manner throughout the educational and developmental process. The specialized skills outlined in the hermeneutic approach are recorded in syllabi, academic programs, and state educational standards. In the early stages (1-2 courses), knowledge is selected to lay the foundation for the development of graphic and orthographic skills.

In the phonetics and graphics field, students will master knowledge based on hermeneutic pedagogy, which enables them to understand the sound structure of words, the specific characteristics of vowels and consonants, and the role of sound in distinguishing meaning. Furthermore, students will gain the ability to recognize the relationship between the phonetic and graphic forms of words, which will enable them to write words correctly.

In the field of morphology, key knowledge that helps students understand and use words correctly will be emphasized. From the first stages, students will learn about word classes (noun, adjective, pronoun, verb, etc.) at varying levels of depth. In the syntax section, knowledge related to sentence structure, word relations within a sentence, and the classification of primary and secondary clauses will be provided. Students will also study the morphological structure of words, understanding the important features of morphemes, their significance, and their interaction within words, thus enabling them to use them correctly when writing.

Although the "Lexicon" section is not explicitly defined in the program, students will gain knowledge about lexical-semantic groups (synonyms, antonyms) and lexical meanings as they learn about word classes and word structure.

The study of mother tongue education is conducted in such a way that all aspects of the subject are interconnected. At each stage, students receive methodological knowledge on phonetics, lexicon, grammar, and word formation. The integration of all these aspects within the context of hermeneutic pedagogy means that students learn about mother tongue education as a whole, with all its components affecting one another. This hermeneutic approach encourages students to study the language in its entirety and ensures that the language development process aligns with the educational goals.

The "Grammar, Spelling, and Speech Development" section, designed for each group, includes topics such as "Sounds and Letters," "Words," "Sentences," and "Connected Speech." These topics are studied progressively according to a coherent sequence of stages, with grammar being taught in four stages. Key topics are highlighted in each lesson, and the development of mother tongue education content follows specific pedagogical and didactic principles.

In conclusion, for the content of mother tongue education to be developed effectively, it must be clearly defined from both a scientific and theoretical perspective. As outlined in the State Education Standards, the content of mother tongue education is expressed through specific topics

and language materials in programs and textbooks. These elements must complement each other and follow a coherent framework. The development of mother tongue education content relies heavily on the observations, experiences, and analytical results of methodologists, which have been progressively refined over the years.

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