

**EFFECTIVE WAYS TO DIFFERENTIATE THE TEACHING OF THE MOTHER
TONGUE****Khasanov Ergash Shonazarovich**

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Abstract : This article analyzes the methodological foundations of question-and-answer and practical methods in differentiated native language instruction, their pedagogical significance, and practical application. Effective methods for the step-by-step development and reinforcement of language knowledge using the question-and-answer method are considered. The article substantiates the importance of differentiated instruction in the educational process and its substantive, correct application through examples.

Keywords: differentiated instruction, differentiation, question-and-answer method, exercise, diagnostics, algorithm, language learning.

Annotatsiya: Maqolada ona tili fanini tabaqalashtirib o'qitish jarayonida savol-javob, mashq usullarining metodik asoslari, uning pedagogik ahamiyati va amaliy qo'llanilishi tahlil etiladi. Savol-javob usuli orqali til bilimlarini bosqichma-bosqich shaklda shakllantirish va mustahkamlashning samarali yo'llari ko'rib chiqiladi. Maqola ta'lim jarayonida differensial ta'limning ahamiyati va uning mazmunan to'g'ri qo'llanilishiga oid misollar bilan asoslagan.

Kalit so'zlar: differensial ta'lim, tabaqalashtirish, savol-javob, mashq, tashxis, algoritim, til o'rganish.

Аннотация: В статье анализируются методические основы вопросно-ответного и практического методов в процессе дифференцированного обучения родному языку, их педагогическое значение и практическое применение. Рассматриваются эффективные способы поэтапного формирования и закрепления языковых знаний посредством вопросно-ответного метода. В статье обосновывается значимость дифференцированного обучения в образовательном процессе и его содержательно правильное применение на примерах.

Ключевые слова: дифференцированное обучение, дифференциация, вопросно-ответный метод, упражнение, диагностика, алгоритм, изучение языка.

Within the framework of UNESCO's "Sustainable Development Goals" for 2030, creating equal opportunities for every student and student to receive quality education and taking into account individual differences in teaching are identified as key directions [2; 4]. In the modern mother tongue education system, organizing classes based on the individual characteristics and level of knowledge of students is one of the pressing issues. In particular, the development of the methodology of teaching the mother tongue in a differentiated manner improves the quality of the lesson and ensures that students thoroughly master the fundamentals of various subjects. Therefore, the development of the mother tongue in a differentiated manner increases the individual development opportunities of each student based on quality education. In this regard, the President of Uzbekistan Sh.M. Mirziyoyev in his speeches emphasized: "... the quality of education depends on the quality of methodological preparation of the teacher. Every teacher

should master modern methods and know how to take an individual approach to our children" [1;3].

Various aspects of the problem of stratified education have been studied by domestic and foreign scientists such as H. Kadyrov, J. Yoldoshev, S. Matjon, N. Abdullayev, T. Yusupov, J. Torayev, S. Qorayev, M. Ruzmetova, G. Yusupova, S. Galskova, T. Segeda, A. Petrova, K. Tomlinson.

In the sources, the word differentiation means "separation", "difference", "distinction", and also means distinguishing the components of something from each other when studying it, separating it into components (Latin *différensia* - difference, difference) - this is explained in the forms of approaches adapted to the individual needs, abilities and learning styles of students in the educational process [7; 319; 8; 319].

The concept of method refers to a set of systematic, purposeful methods and approaches used to achieve a goal in a particular field. According to K. Kasimova: method is actually derived from the Greek word "methodos", which means "the path of knowledge and research", "theory", "teaching". Methodology (Greek, "methodike") is the study of the methods, methods, and means of teaching, the collection of methods and techniques for doing, implementing, or accomplishing something.

The famous scientist A.N. Leontiev emphasizes that a method is a system of goal-oriented and systematized actions, through which specific tasks are solved [5;122], while I.A. Zimnyaya suggests considering a method as a system of methods and techniques organized to achieve a certain result in scientific research, education, or other types of activity and consistent with the goal [3;187].

Our proposed differentiated teaching methodology is based on an algorithm of diagnosis, planning, implementation and evaluation of activities, as well as the principles of individual and collaborative teaching. Individualized teaching involves identifying the strengths and weaknesses of each student and preparing learning materials and tasks tailored to them. The most common methods of implementing individualized teaching in practice are the division of students into groups according to their level of preparation and the teaching of each student according to an individual curriculum. In this regard, it is envisaged to offer additional exercises to students with a relatively low level of mastery of the grammatical rules of their native language to help them understand them.

First, in a context of differentiated education in the mother tongue, the methodology of using questions acquires significant didactic significance, being a means of developing students' linguistic and communicative competence, as well as their interest in language and culture. This method also serves the purpose of actively involving students in the discussion process, developing their skills in analyzing language phenomena, testing their knowledge, and encouraging their aspirations.

In a differentiated learning approach, the teacher teaches students to use linguistic reasoning, search for cause-and-effect relationships, and draw conclusions through reproducible, i.e. language facts, definitions, and rules, and creative questions to apply the knowledge gained to create a creative text in new conditions and situations. In this method, student responses can be complete or brief, depending on the purpose of the question asked by the teacher.

Questioning is the oldest method of teaching, aiming to develop students' understanding, clarification, identification of misconceptions, and assessment of the results of learning topics. The roots of the question-and-answer method go back to the work of the ancient Greek philosopher Socrates. According to him, all knowledge is discovered through questions, and each answer opens the way to new questions.

The philosopher encouraged people to engage in real-life interactions through question-and-answer, reasoning, and critical thinking. This method is sometimes called "heuristic dialogue" or the "Socratic method"[4]. In particular, the practical aspects of using the question-and-answer method in native language lessons include such goals as explaining grammatical rules, mastering spelling and orthoepy rules, and developing speech skills. The main goal of asking graded questions is to develop students' knowledge in a step-by-step manner in accordance with their level of language proficiency.

In native language classes, homework assignments are asked in the form of questions and answers, which are divided into categories, in order to refresh knowledge, create motivation to learn a new topic, check understanding of the material, involve students in dialogue, check the assimilation of rules, terms and concepts, systematize knowledge and establish logical connections. In this regard, Professor O.T. Hasanboyeva emphasizes: "Learning tasks are the heart of education. Through them, the teacher realizes the educational goal" [9;65].

The essence of the question-and-answer method is manifested in the formation of new knowledge, activation of cognitive activity, and development of critical and logical thinking through interactive communication between the teacher and the student in native language classes. The use of this method is based on the logical sequence of Question -> Thinking -> Answer -> Analysis -> Reinforcement, and in this process, the teacher's activity is not only to ask questions, but also to encourage the student to think and defend his point of view. The question-and-answer method ensures active student participation in the lesson, develops the ability to think critically, analyze, and reason, shapes speech activity, helps with conscious assimilation of the topic, and allows for a quick and accurate assessment of the level of learning.

The tasks of the question-and-answer method in a differentiated learning environment are aimed at a) determining the level of knowledge of diagnostic groups, b) motivating and engaging students, c) forming an educational-moral-aesthetic attitude, and d) developing communicative-thinking and speech activity. The role of the question-and-answer method in the differentiated teaching of the mother tongue is determined by the development of each student's worldview and linguistic competence by asking questions appropriate to their level of linguistic knowledge and speech abilities.

In a differentiated learning environment, the question-and-answer method is used in two ways: direct questions aimed at testing students' concrete knowledge, and logical questions aimed at activating students' thinking abilities. For example, in a lesson on the topic of "Phonetics", the following methodology can be used. Questions: For group A 1. "Explain the difference between vowels and consonants?", 2. "What syllables are considered open syllables?", 3. "Give examples of words with a series of consonants?", 4. "What is called an accent?" The teacher distributes questions on reproductive characteristics to students in class A based on the cards and asks the students in an appropriate manner: 1. "Vowels and consonants differ mainly in the processes of formation, the participation of voice and noise, and the characteristics of pronunciation", 2. "Syllables ending in a vowel are called open syllables", 3. "A series of

consonants Examples of words such as "nakqosh", "amma", "kata", "balli", "ukki" can be given.

4. "The pronunciation of one syllable of a word that is longer or stronger than another is called stress." Asking or answering these stratified questions requires great intellectual mobilization and mental effort from both learning subjects. For students in group B, use the cards to answer the following questions: 1. "List the number of vowel sounds and the criteria for classifying them?", 2. "List the number of consonant sounds and the criteria for classifying them?", 3. "Form a series of (4) words with only closed syllables?", 4. "Express the voiced, paired, and unvoiced consonants together in pairs?" Questions of a cause-and-effect nature are asked, and students are asked to answer the following questions in an appropriate manner: 1. "There are 6 vowels in the Uzbek literary language, and they are expressed with the help of the letters a, o, i, e, u, and o', and are classified according to the horizontal and vertical positions of the tongue and the participation of the lips," 2. "The number of consonants in the Uzbek literary language is 24, and they are classified according to the place of formation, method, and the participation of voice and noise?", 3. "The words maktab, kolqop, tarqok, daftar are considered only words with closed syllables", 4. Answers on the topic "The consonants b, v, g, d, g', j, j, z have their unpaired pairs consisting of the sounds p, f, k, t, q, sh, ch, s" are taken. The questions that are divided into categories intended for students in category B are given to students in category A, while the questions on the topic "Find the verbs. What action do they indicate?" are given to students in category A. Such questions activate students' theoretical and practical cognitive activity and encourage thinking.

The methodology for assessing the answers given by students is very important. Taking into account that students are currently assessed in a credit-module system, the teacher can agree on the assessment criteria with the students in advance and coordinate them. Based on this, the teacher assesses the answers in a manner appropriate to the reproductive, analytical and creative levels of the students. The main criterion here is the student's ability to answer questions clearly and correctly, the clarity of understanding and analysis of the questions, as well as the justification of the examples given and their compliance with grammatical rules.

It is clear that the method of graded questions in teaching the mother tongue, along with the student's language competence, serves to increase his mental activity.

The use of the exercise method is of paramount importance in shaping the skills of graded teaching by future primary school teachers. Through this method, students have the opportunity to apply theoretical knowledge in practice, to form and develop thinking, analysis, speech activity and creativity. In the thorough mastery of the subject of the native language, the exercise method serves not only to consolidate grammatical norms, but also to develop expressive writing, literacy, and meaningful speech.

The exercise method is a method of applying theoretical knowledge of the native language in practical activities by students in the educational process, and performing tasks aimed at consolidating knowledge individually or in groups. Its essence is manifested in students consolidating knowledge and skills, mastering grammatical and spelling norms, developing independent thinking and creative speech, and ensuring practical speech activity. The methods of teacher control over the process of performing the graded exercises have the following content: In the reproductive exercises given to A-level students, they are mainly tasked with isolating and explaining words with single and multiple meanings from the given texts. For students in category B, the exercise conditions are analytical in nature, in which students

identify synonyms and antonyms from a text or set of words, and explain their meanings. For students in category C, tasks are given based on exercise conditions in creative content. When evaluating the work of Category A students, the teacher pays attention to the correct understanding of concepts and their support with examples. While Category B students pay attention to the correct analysis of examples when evaluating the results of the assignment, Category C students take into account the students' creative abilities, lexical and stylistic approaches. Below we have presented in a table the process of students completing the graded exercises and the scale for evaluating their content. This table is universal and can be used to assess students' performance in any subject. As an explanation, the 5-point mark is relative, and the teacher can change the grading scale based on the requirements of the normative assessment (see Table 1).

See Table 1.

Requirements for assessment content in differentiated learning environments

Level	Content and quality	Grade (0–5)	Explanations
Reproductive	Correct and accurate answers	4–5	All key terms are given correctly.
	Partially correct answers	2–3	Some terms or concepts are incorrect.
	No answer or incorrect answer	0–1	No explanation or examples are given.
Analytical	Fully analyzed	4–5	The information is clear and complete.
	Partial analysis	2–3	Some aspects or meanings are missing.
	Not analyzed	0–1	The student's answer is either missing or incorrect.
Creative	Creatively and logically written	4–5	New ideas and phraseology were used.
	Partly creative	2–3	There are some errors and misunderstandings in the writing.
	No creativity	0-1	Theses or misconceptions.

These graded exercises on the topic of phonetics serve to consolidate students' phonetic knowledge, develop a deep understanding of phonetic phenomena, and develop their ability to creatively apply them. Control and assessment methods increase students' activity in the learning process and allow for an accurate and precise assessment of their knowledge. Introducing students from the Phonetics Department to differentiated exercises at the reproductive, analytical, and creative levels is of great importance in improving the quality of

education. Clear control and accurate assessment of students' differentiated didactic activities at each level will help to increase their knowledge.

For example, a level A exercise for students who are learning in the lower category. Replace the missing consonants and rewrite the words; explain how to pronounce and write.

Makta..., obo..., beada..., dokla..., shokola..., daroma..., mada..., limona..., pudra..., zumra..., hasa..., g'aza..., yuzla..., atayla..., matla..., asa..., nasa..., mansa..., masshta..., choysha..., adi..., maqsa..., ziyo..., faryo..., tahdi..., ta'ki..., umi..., oi..., tanqi..., aji..., mayi..., tarki..., g'oli..., kosi..., munosi..., koti..., tarti..., kabo..., obo..., barbo..., umrbo..., savo..., ajdo..., shaddo..., epizo..., ozo..., avlo..., isno..., muro..., e'tiqo..., shogir..., qas..., zu..., su..., asbo..., rubo..., javo..., odo..., girdo..., azo..., qallo..., tano..., sero..., hiso..., qasso..., xito..., mansu..., maktu... .

Due to the relative ease of this exercise, students can easily apply their existing knowledge of phonetics, that is, they only need to remember the phonetic properties of voiced and unvoiced consonants. The school emphasizes the need to follow the rule that in words such as "obod", the letter "b" is written as "p" at the end of a word, even though the sound "b" is pronounced as "p". Also, this phenomenon is characteristic of pairs such as d - t, g - k, z - s, j - ch, j - sh.

A level exercise for students who are learning in the middle category. Read, identify the words that have undergone phonetic change. Identify the words that have undergone dissimilation and explain how they have changed.

1. "Bo, did you say that? - Lobar twisted his lips. - My work is beyond my head." (H.G.) 2. He seemed to be oblivious without looking. (Mirm.) 3. Look at me, Hojiakbarri, you are a son of a man, I will give you a handful of apricots tomorrow, so read this letter. (S.Ahm.) 4. Your grandfather had a wedding and gave it to you, the khan called your father Ulugi, I can't go today, my son, to this wedding, Your father sent you for himself! (Osman Bakhshi.) 5. Did something called a lamp fall on his head, or did he encounter a cannon or a spear...(O.)

This exercise requires students to have linguistic knowledge and analytical skills in relation to the previous exercise. The student must know the types of phonetic changes, as well as be able to distinguish between them the phenomenon of dissimilation. That is, dissimilation is the change of two similar sounds into different ones. Dissimilation is also of two types: 1) progressive: birot - bironta, zarur - zaril; 2) regressive: itifaq - intifaq, koridor - kolidor, examples are given.

Level C exercise for students who are familiar with the above category. Read. Find the words that have changed position and determine their type.

Adolescence, puberty, wonder, horror, amalparas, daslap, bazim, ataylap, blacknote, biron, garchan, blank, dasgoh, gazette, zabarajat, zanggori, ijod, zovir, ituzim, kannai, kosip, barometer, mauritius, minaret, bakal, microbe, dakalat, barricade, gladiolus, infarction.

Level C exercises require students to use their creative abilities. To do this, students need to find words that change position (amalparas, daslap-sound dropped, sometimes, gazette, blanka-sound increased and shirt, avljt-sound not changed), determine their type, and prove whether they meet literary standards or not.

When organizing differentiated instruction in the subject of the mother tongue, the methodology of conducting independent work, planning exercises, completing assignments

aimed at developing students' knowledge and skills, and analyzing the results are of great importance. The famous scientist R.A. Mavlonova emphasizes that independent work is a continuous learning method and tool, as well as a means of individualizing the educational process in the form of frontal, group and individual educational activities that can be carried out both in the classroom and outside the classroom, and is based on the mutual influence of the teacher and students [6; 63].

In differentiated independent work, the teacher is required to set clear tasks, ensure that students understand the purpose of the assignment, and direct the independent work itself to the formation of self-organization skills and in-depth study of the language. The teacher determines the goals and tasks of independent work based on the level of preparation of the group and the topic of the lesson. For example, students in the 1st grade of the A, B, and C groups are given independent work of 3 different levels of complexity based on 1 text. Text. In the moonlight, the snow-covered valley shone like silver, only the valleys in the middle were covered in pitch-black shadows, but even there the snow sparkled like almond blossoms. The snowdrifts on the pine branches looked like wild animals ready to attack. In the distance, the electric motor hummed: its roar could be heard only when the wind blew.

Category A - students who are having difficulty mastering the topic and need more help, so this is an independent assignment for students in this category: Identify 5 nouns from the given text and justify your opinion by finding the meaning group of each.

Category B - students with an average level of knowledge, but who need additional stimulation. Independent assignment for students in this category: Provide information about the syntactic functions of the "Nouns" in the given text.

Category C – for those with a high level of knowledge and ability to work independently, this category of students is given an independent task: Select 5 nouns from the text and conduct a full morphological analysis of them. Students perform independent work based on their level of knowledge in the subject of their native language. The teacher objectively evaluates the students' activities and monitors the dynamics of mastery. Based on the results, he/she implements appropriate pedagogical correction activities.

Observation and experimental work show that through stratified independent work, students show high activity in mastering the topic. In particular, visual and demonstration materials increased the effectiveness of students in category A. Students in category C, on the other hand, were able to develop deep analysis skills through a scientific approach. In conclusion, questions, exercises, and independent work based on a differentiated approach not only serve to deepen the understanding of topics, but also to ensure an individual approach among students. Educational tasks of categories A, B, and C, developed within the framework of linguistic topics, serve as an important didactic tool for assessing students' knowledge and guiding them towards independent thinking.

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