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UZBEKISTAN LANGUAGE TEACHING METHODOLOGY

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Abstract: Thanks to independence, major reforms are also being carried out in the field of education. From the first days of independence, serious attention has been paid to the education of the younger generation. The introduction of the Law "On Education", the "National Program for Personnel Training", and the "State Educational Standards" are characterized as the most important stages in these processes. These documents also set a number of requirements for native language education. On this basis, native language programs and textbooks were also updated. Two generations of updated native language textbooks were published and introduced into teaching. Views and requirements for teaching the native language have changed. Textbooks were compiled based on these requirements. This article provides information about the methodology for teaching the Uzbek language.

Keywords: teaching methodology, methodological guidelines, pedagogical technologies, interactive methods, traditional teaching methods, research methods.

Although the methodology of teaching the native language has accumulated rich experience as a pedagogical discipline, a number of problems have also arisen in the teaching of this discipline. The reason for this is that a number of modern technologies have entered and are entering the educational process, native language textbooks for general secondary schools have been updated, textbooks for academic lyceums and vocational colleges have been created. The views and analyses related to these, as well as methodological guidelines should become the object of study of the methodology of teaching the Uzbek language. In this sense, the content of this discipline can be defined as follows: developing a coherent system of native language education, selecting and implementing methodological recommendations for the organization of native language lessons, as well as developing scientific foundations of the methodology field, reflecting modern pedagogical technologies, interactive methods of language teaching. This discipline is aimed at introducing the acquired knowledge into pedagogical practice, and the effective use of advanced pedagogical technologies. The methodology of teaching the Uzbek language studies the didactic foundations of the formation of a creative thinker. The discipline of teaching the native language answers the questions: what, how much, how should be taught to the younger generation in the native language? Studying the methodology of teaching the language is the search, selection, and application in practice of convenient methods suitable for different stages of education. The main goal of teaching the Uzbek language is to form skills and competencies in the correct, accurate, appropriate and productive use of language capabilities, to develop logical-creative thinking, to increase communicative literacy, to form the idea of national independence in students, and to spiritually enrich the student's personality. The main task of language teaching methodology is to educate students to become free, creative, independent thinkers who can correctly express their thoughts orally and in writing, based on the norms of the literary language, and who have developed the ability to convey the same meaning in different situations.

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The discipline of Uzbek language teaching methodology has its own theoretical foundations and scientific research methods. These are the following:

1. **Observation.** Linguists and methodologists observe and listen to methodological articles presented at scientific conferences, in periodicals, and lectures given at pedagogical trainings, observe modern lesson models, and draw appropriate conclusions from them. Through this method, problems related to teaching the native language are studied, and new views and methods are identified.

2. **Experimentation** . Methodist - scientists share the results of their scientific research at scientific conferences, conduct experiments on the methods they propose and intend to use in specific schools or academic lyceums based on reasonable and reliable criteria. They analyze the results. This method creates a basis for proving the reliability and validity of the recommended scientific and methodological hypotheses.

3. **Testing** . This method is used to study the theoretical knowledge, skills and competencies of students. Testing allows you to draw general conclusions about the knowledge and practical skills of students.

4. **Distributing questionnaires and questionnaires** . This method is used to study the attitude, interests, and desires of teachers and students towards science.

5. **Teaching methodological heritage** . Although the history of teaching the mother tongue dates back to ancient times, the methodology for teaching it does not have a long history.

Although the works of such past creators as Al-Khwarizmi, Al-Farabi, Ibn Sina, Al-Biruni, Zamakhshari, and Navoi contain ideas related to education and upbringing, they do not contain ideas related to the method of teaching the native language. Al-Khwarizmi's thoughts, "Knowledge through perception is partial knowledge, while logical knowledge is truth," and Abu Nasr Al-Farabi's thoughts, "Knowledge, enlightenment, and good morals lead to a knowledgeable, enlightened, mature, and perfect person. For this, education and upbringing must be properly organized, managed, and directed toward certain goals by the teacher," also serve as the main criteria in the methodology of teaching the Uzbek language.

By the beginning of the 20th century, European teaching methods were added to traditional teaching methods. Local intellectuals such as Fitrat, Munavvar Qori, Hamza, A. Avloniy, Qori Niyazov, Kayum Ramazon, Murod Shams, Majid Qodiriy actively participated in the creation of textbooks and manuals. In the 1940s, S.A. Vesalonisky's manual "Methodology of Teaching the Native Language" was published. The manual gave extensive attention to the issues of speech development and essays, and did not pay special attention to the methodology of teaching morphology and syntax. Since the 1940s, Uzbek scientists have begun to conduct research on the problems of language teaching.

In 1944, M. Shams conducted research on the topic of “Orthography Teaching Methodology”, and K. Khayrullayev conducted research on “Typical Orthographic Errors and Their Elimination”. In 1950, M. Shams published the manual “Uzbek Language Teaching Methodology”. In 1952, Part 1 of “Uzbek Language Teaching Methodology” was published

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under the editorship of F. Kamol. In 1960, H. Rustamov's "Syntax and Punctuation Teaching Methodology" and in 1963, N. Abdurakhmonov's "Uzbek Language Teaching Methodology" were published. By 1975, a more complete textbook was created by Y. Gulyomov, I. Rasulov, H. Rustamov, and B. Mirzaahmedov. This textbook is also called "Uzbek Language Teaching Methodology". This textbook has been used in practice until the present day. During the 1960s-80s, the scope of work on the methodology increased. Even today, scientific research on the methodology of teaching the mother tongue is widely conducted.

The methodology of teaching the Uzbek language is closely related, first of all, to philosophy and general linguistics, to the theoretical foundations of linguistics. The scientific basis and content of the subject of the native language taught in schools is primarily determined by the science of language. The correct organization and effectiveness of teaching the native language depend on the scientific and accurate linguistic conclusions about the language. The methodology of teaching the native language and its development cannot be imagined without the science of linguistics.

The methodology of teaching the mother tongue also works in conjunction with the disciplines of pedagogy and psychology. Pedagogy is a science that determines the principles of education and upbringing. The principles of education are also applied in mother tongue lessons.

The didactic part of pedagogy is the theoretical basis of the methodology of teaching the native language. The methodology of teaching the native language is based on all the principles of didactics. The teacher must study the psychological abilities of his students and take them into account when explaining the materials of the native language.

A teacher must be able to arouse students' interest in their subject, attract their attention, and use methods to help them remember the material. All of this shows that the methodology of teaching a native language is related to psychology.

Content of teaching Uzbek language

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

1. The system of knowledge that students need to acquire (linguistics, concepts, rules and definitions)

2. A system of practical skills and qualifications that correspond to the selected scientific and theoretical knowledge

3. To teach students methods of creative activity. The activity can be at the level of recollection, partially creative and scientific-creative.

4. The system of interaction between the student and the teacher. The content of teaching the native language covers phonetics, lexicology, grammar, methodology, correct pronunciation,

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correct writing, word choice and sentence construction, creative thinking, correct and clear expression of thought, expressive reading, working on the text and text creation activities.

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