

PRINCIPLES OF TEACHING METHODS IN UZBEK LANGUAGE

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Abstract. *This article talks about the methodology of teaching the native language, which is founded on principles rooted in cognitive theory and interdisciplinary research. It emphasizes holistic language development, covering speech organ proficiency, linguistic comprehension, and expressive communication skills. The article discusses central tenets including the integration of linguistic components, fostering linguistic sensitivity, and assessing speech expressiveness. It highlights the importance of mastering written language before oral communication in instructional design.*

Key words: *language teaching methodology, native language instruction, cognitive theory, linguistic development, speech organ proficiency, linguistic comprehension.*

ПРИНЦИПЫ МЕТОДИКИ ПРЕПОДАВАНИЯ УЗБЕКСКОГО ЯЗЫКА

Аннотация. *В данной статье говорится о методике преподавания родного языка, которая основана на принципах, укорененных в когнитивной теории и междисциплинарных исследованиях. Он уделяет особое внимание целостному развитию языка, включая владение речевыми органами, языковое понимание и навыки выразительного общения. В статье обсуждаются основные положения, в том числе интеграция языковых компонентов, воспитание языковой чувствительности и оценка выразительности речи. В нем подчеркивается важность овладения письменным языком перед устным общением в учебном процессе.*

Ключевые слова: *методика преподавания языка, обучение родному языку, когнитивная теория, языковое развитие, владение органами речи, языковое понимание.*

Introduction

The methodology of teaching the native language develops its principles based on the task of instructing pupils in their native tongue, educating and developing them thoroughly, based on the theory of cognition, and based on the recommendations of all closely linked fields. These guidelines specify the paths that educational work between the teacher and the student will take and are distinct from basic didactic guidelines.

Main part

The following are the tenets of mother tongue instruction.

1. The idea that language content, speech organ development, and proper speech skill development should all be taken into consideration. The learning of practical speech tasks is negatively impacted by disregarding, even in small doses, the laws of speech and language. Spelling literacy, for instance, will suffer from inadequate attention to phonetic abilities. The training of the speech organs—speaking, expressive reading, and internal speech—as well as the provision of auditory and visual instruction in language classes are mandated by this educational principle.

2. The idea of comprehending the lexical, grammatical, morphemic, and syntactic meanings of language. Determining the relationship between specific occurrences in existence is necessary to comprehend a word, morpheme, phrase, or sentence. Studying every facet of language, including phonetics, orthography, grammar, lexicon, and methodology, in an integrated way is a prerequisite for adhering to the idea of knowing the language's meanings. For instance, only syntax can be used to study and understand morphology. Morphology is used in the study of syntax; phonetics, grammar, word formation, etc. are used in orthography. Understanding the meaning of a word is aided by morphological analysis. The interconnectedness of all linguistic components must be considered when teaching.

3. The idea of growing linguistically sensitive. It is difficult to recall language without comprehending its structure, coherent system, and at the very least grasping its laws and commonalities. Language is a tremendously complex phenomenon. The young learner language and its rules by talking, reading, and listening. Consequently, an individual gains language sensitivity, or the capacity to comprehend linguistic events.

4. The assessment of speech expressiveness as a principle. This idea is to comprehend the purpose of written language without having to comprehend language phenomena; to comprehend the communication role of speech culture's means; to comprehend the expressiveness (related to style) of speech culture, including not just its content but also the emotional undertones of words and speech units; and to comprehend other creative and visual forms of language. suggests comprehension. In order to adhere to this approach, fiction as well as other writings that eloquently convey the linguistic qualities of the language must be used. This facilitates comprehension of the text's individual nuances as well as its content.

5. The idea that written language should be mastered before oral communication. This idea influences how human speech develops as well as how language instruction approaches are developed. Similar to didactics, methodology's guiding principles assist in identifying the instructor and student's meaningful tasks, selecting a practical path for their collaborative work, and providing a theoretical foundation for methodology's status as a science.

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In the applied sciences, practice is crucial. Applied sciences includes mother tongue teaching methodology as well. Practical conclusions ought to be rational and complete, and they ought to be compelling at a high scientific level. The depth of the verification procedures also determines the high degree of theoretical validation and the scientific quality of methodological recommendations.

Two categories of verification techniques exist:

1. Methods of theoretical verification. It is utilized in the subsequent scenarios:
a) researching the methodological underpinnings of a phenomenon, other related sciences, defining the main direction of research, and substantiating the hypothesis;

b) researching the issue's history, the experiences of foreign educational institutions, and relevant literature, analyzing the experience, identifying the areas of the issue that remain unproven

and unsolved, comparing the current situation with the prior experience, and evaluating it in light of the requirements of the present;

c) researching examination practices in related sciences (psychology, linguistics, sociology), learning from scientists' experience with examination work, selecting practical methods, developing a new experimental methodology, and preparing materials;

d) evaluating and synthesizing materials acquired through empirical experience, researching teachers' work experiences, assessing experiment outcomes, and developing useful recommendations.

2. Empirical technique (experience-based methodology). This method serves the following purposes:

a) it is used to examine teachers' work experiences;

b) it is used to observe the process of teaching students in accordance with the purpose (checking the lesson, any part of it, students' answer, story, written work), checking the activities of the teacher and students through questionnaires; and

c) it uses the experiment method. This approach, which is popular these days, takes a deductive approach, i.e., it starts with a hypothesis and prepares the experiment's materials (educational materials) by researching the subject. The experiment is carried out multiple times, in multiple groups and courses. There are two classes chosen for the experiment. The control class was chosen for comparison, and the experimental class is the other. In the experimental class, new textbooks, new developments, and new methods are employed; in the inspection class, the present textbooks, developments, and methods are used. This is known as left-right switching when the classes are moved a second time. The strategy is deemed beneficial if the outcome is high in both scenarios.

Conclusion

In conclusion, the methodology of teaching the native language outlined in this article offers a comprehensive framework for effective language instruction. Grounded in cognitive theory and interdisciplinary research, it prioritizes holistic language development by integrating speech organ proficiency, linguistic comprehension, and expressive communication skills.

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