TEACHING THE UZBEK LANGUAGE IN TECHNICAL FIELDS: PROBLEMS, SOLUTIONS AND PROSPECTS

Mirzakarimova Z.D.
Candidate of Philological Sciences, Associate Professor.

Annotation. This thesis comprehensively analyzes the current issues related to teaching the Uzbek language in technical fields. It highlights the specific features of teaching Uzbek in technical higher education institutions, in particular the necessity of forming skills in terminology, official-administrative documentation, scientific speech, and presentation. The study identifies existing problems, including terminological inconsistencies, lack of educational and methodological support, student motivation, and difficulties related to teachers' qualifications. In order to solve these problems, innovative approaches are proposed, such as integrated education, the creation of field-oriented terminological dictionaries and electronic resources, interactive methods such as project work and case studies, as well as the introduction of digital technologies including artificial intelligence and online platforms. The thesis puts forward prospects and recommendations for increasing the effectiveness of teaching the Uzbek language in technical fields in the future.

Key words: technical fields, Uzbek language, language teaching, terminology, lexicography, official-administrative style, scientific speech, innovative technologies, integrated education, electronic resources, artificial intelligence, pedagogical methods, educational and methodological support, national terminology.

The Law of the Republic of Uzbekistan "On the State Language" and the Presidential decrees and resolutions adopted in recent years serve as an important legal basis aimed at increasing the prestige of the state language in society and ensuring its full functioning in all spheres, including scientific and technical fields. In today's era of globalization, as technology and engineering develop rapidly, training personnel in the national language in these fields, forming and disseminating scientific and technical terminology acquire strategic importance.

Teaching the Uzbek language in technical higher education institutions means not only teaching a language, but also forming the ability of future engineers, programmers, technologists and other specialists to communicate effectively in the state language in their professional activities, conduct documentation, write scientific articles, and explain new technologies in the national language. This thesis analyzes the existing problems in teaching Uzbek in technical fields, ways to solve them, innovative methods, and future prospects.

Teaching the Uzbek language in technical fields differs significantly from general philological directions. Here, the main focus is not on artistic speech or literary analysis, but on official-administrative, scientific-technical style and professional communication.

First, the issue of terminology occupies a central place. Each technical field has its own specific terminological system, and students must correctly master them in Uzbek. This process includes not only learning existing terms but also understanding the principles of adapting international terms into Uzbek or creating national equivalents.

Second, skills in conducting documentation in the official-administrative style are important. Technical specialists must be able to properly formalize project documents, reports, references, service correspondence, regulatory-legal documents and other official materials in the state language. This requires not only grammatical correctness but also stylistic clarity, conciseness, and compliance with standard requirements.

Third, scientific speech and presentation skills are also of great importance. Students must be able to present their scientific-technical ideas, projects, and research results orally and in writing in the state language in accordance with scientific style. This includes writing scientific articles, making presentations, and participating in scientific-technical discussions.

Fourth, the ability to work in a multilingual environment is also important for technical fields. Considering that many technical literature sources, software programs, and equipment manuals are in foreign languages, specialists must be able to harmonize their knowledge in the state language with concepts in foreign languages.

In practice, a number of problems are observed in teaching the Uzbek language in technical fields:

Terminological problems:

• Non-standardized terminology: In many technical fields, Uzbek-language terminology has not yet been fully formed, and several variants of some terms exist, which leads to misunderstandings.

• Lack of Uzbek equivalents: For some modern technical concepts, convenient and understandable equivalents in Uzbek do not exist, resulting in frequent direct borrowings from Russian or English.

• Translation problems: When translating foreign technical literature into Uzbek, terminological inconsistencies, errors, or distortion of meaning may occur.

Lack of educational and methodological support:

• Shortage of specialized textbooks and manuals: There are not enough modern textbooks, teaching aids, and terminological dictionaries corresponding to technological and methodological requirements. Existing ones are sometimes outdated or do not meet methodological standards.

• General nature of curricula: The curricula of the subject "Uzbek Language" often do not fully take into account the needs of students in technical fields, and more attention is paid to general grammar and literary texts.

• Lack of electronic resources: There are very few online dictionaries, corpora, interactive exercises, and other digital resources related to technical terminology and style.

Student motivation and teacher qualifications:

• Lack of motivation: Among some technical students, there is a tendency to consider the subject "Uzbek Language" as secondary. They focus primarily on specialized subjects and learning English.

• Teacher qualifications: Most teachers of the subject "Uzbek Language" are philology specialists, and they may lack sufficient terminological and stylistic knowledge related to technical fields. This creates difficulties in teaching the subject in a professional context.

• Limited use of interactive methods: Due to the dominance of traditional teaching methods, the process of developing students' activity and practical skills proceeds slowly.

In order to solve the above-mentioned problems and increase the effectiveness of teaching the Uzbek language in technical fields, it is advisable to introduce the following innovative approaches and methods:

Integrated education (Content and Language Integrated Learning – CLIL):

In this approach, the Uzbek language is taught not only as a separate subject but also integrated with specialized subjects. For example, when teaching "Physics," "Chemistry," or "Informatics," teachers pay special attention to Uzbek terminology and scientific style. In Uzbek language classes, texts taken from specialized subjects are analyzed and drafts of technical documents are prepared.

Creation and use of terminological dictionaries and electronic resources:

• Field-specific terminological dictionaries: Creation of standardized, regularly updated electronic and printed dictionaries for each technical field.

• Corpus linguistics: Creating a corpus of technical texts and using it to analyze the features of professional language and the use of terms.

• Special mobile applications and platforms: Developing mobile applications that include technical terminology, document templates, and rules of official style.

Project work and case study methods:

• Practical projects: Assigning students to prepare reports, presentations, user manuals, or service correspondence related to real technical projects in the state language. This encourages them to apply theoretical knowledge in practice.

• Situational tasks (Case studies): Conducting classes on analyzing real problematic situations in the technical field in Uzbek and proposing solutions.

This develops critical thinking and professional communication skills.

Use of digital technologies:

• Interactive programs: Creating simulators for drafting official documents, terminological exercises, and tests on scientific style.

• Artificial intelligence tools: Using text generation, grammar and stylistic error checkers (for example, special Grammarly analogues for the Uzbek language), and translation programs.

This accelerates the document preparation process and enables self-checking

• Online learning platforms: Placing educational materials, terminological dictionaries, sample documents, and interactive assignments on platforms such as Moodle and Google Classroom.

"Flipped Classroom" methodology:

In this methodology, students independently study lecture materials (video lessons, electronic texts) at home, and during classroom sessions they work together with the teacher on practical assignments, discuss document drafts, and solve problematic issues. This allows more efficient use of classroom time.

Cooperation between language teachers and specialized subject teachers:

In order to improve the knowledge of Uzbek language teachers in terminology and terminology studies of technical fields, organizing seminars for them on specialized subjects. At the same time, providing recommendations to technical subject teachers on the correct use of scientific-technical speech and terminology in the state language.

Teaching the Uzbek language in technical fields is not only the memorization of grammatical rules, but a strategically important process that forms the professional competence of specialists and instills respect for national values and the state language. Existing terminological inconsistencies, lack of educational and methodological support, and motivation problems negatively affect the effectiveness of this process.

To overcome these difficulties, it is important to widely introduce integrated education, the creation of field-oriented terminological dictionaries and electronic resources, interactive methods such as project work and case studies, as well as modern digital technologies (AI, online platforms). Improving teacher qualifications and strengthening interdisciplinary cooperation are also key factors in achieving effective results.

In the future, by organizing the teaching of the subject "Uzbek Language" in technical higher education institutions on the basis of more field-oriented, practical and innovative approaches, the opportunities to train highly qualified specialists who have mastered the state language and can make a worthy contribution to the economic and scientific-technical development of our country in the Uzbek language will further expand. This, in turn, will create a foundation for the formation and development of national scientific and technical schools.

List of References

1. Law of the Republic of Uzbekistan "On the State Language." (Bulletin of the Oliy Majlis of the Republic of Uzbekistan, 1995, No. 12, Article 260; National database of legislative acts, 21.02.2019, No. 03/19/526/2658).
2. Decree of the President of the Republic of Uzbekistan No. PF-5850 "On measures to fundamentally increase the prestige of the Uzbek language as the state language." (Tashkent, 21.10.2019).
3. Mahmudov N., Nurmonov A. Theoretical Grammar of the Uzbek Language. – Tashkent: O'qituvchi, 1995.
4. Nazarov K. Terminology Studies and Its Scientific-Theoretical Foundations. – Tashkent: Fan va texnologiya, 2017.
5. Sayfullayev B. Issues of Uzbek Terminology. – Tashkent: Fan, 2010.
6. Sobirova Z., G'afurova S., Xolmatova D. Theory and Practice of Terminology. – Tashkent: Fan, 2016.
7. Mirzakarimova, Z. D. "Types of Words Expressing Degree." International Conference. Vol. 1. No. 9. 2024.
8. Mirzakarimova, Z. D., Ikromjon Esanboyevich Uzoqov, and Bobirmirza Bakhtiyar o'gli Yusupov. "Types of words denoting the degree." Science and Education 5.12 (2024): 349–352.
9. Mirzakarimova, Z. D., and M. N. Qosimova. "Modern Approaches and Interactive Teaching Methods Related to the Methodology of Developing Students' Oral and Written Speech in Foreign Language Groups." Gospodarka i Innowacje. 35 (2023): 11–16.
10. Mirzakarimova, Z. D. "The acquisition of a subjective color as a result of the conversion of the meaning of the word." ACADEMICIA: An International Multidisciplinary Research Journal 11.2 (2021): 1404–1413.