
PRINCIPLES OF LANGUAGE EDUCATION AND MODERN APPROACHES TO TEACHING THE UZBEK LANGUAGE

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Abstract:

The purpose of the reforms carried out in Uzbekistan in all spheres of public life is to ensure the safety and well-being of a person and his interests, as well as the upbringing of a harmonious generation. The path of development that Uzbekistan has traversed in a short time after gaining state independence acquires significance and essence worthy of centuries. As you know, in the movement of progress and its influence on the processes taking place in marriage, the important issue of educating young people as a harmonious personality, which is an important subject of socio-political, economic, cultural and spiritual renewal of society, is important.

The article scientifically examines the principles of language education and modern approaches to teaching the Uzbek language.

Keywords

Uzbek language, linguistics, modern approach, innovation, methodology, principle, learning efficiency, speech culture.

Introduction

Language is a great blessing, a powerful force that built not only man, but also human society, caused his progress and still binds together different countries. Therefore, great attention has always been paid to the issues of language learning, the development of the most effective intensive methods of language education, and the methods of language education have been systematically improved.

Concepts of approach, principle, method are often used in practice interchangeably with concepts of method and methods, that is, used both to define the principled direction of teaching and in the sense of the teaching method. In language education, the principled direction of teaching is interpreted in principle or approach, and the method in Method, style.

THE DEGREE OF STUDY OF THE SUBJECT

For the past decade, such concepts as “pedagogical technology”, “modern pedagogical technology”, “teaching technology” have been widely used in our speech. The concept of “educational technology” is a broader concept compared to the concept of “educational methodology”, which refers to the general content of the process of achieving the goal of Education. In this, the educational process is carried out on the basis of a previously designed holistic system, in stages, the development of a certain system of methods,

methods and tools on the way to achieving a specific goal, their effective, productive use and a high level of management of the educational process are expressed.



Nowadays, the implementation of interactive methods of new pedagogical technologies in the educational process is gaining momentum every day. It is well known to us that the method is considered the method of achieving the goal set in the educational process, which is being organized in the cooperation of teachers and students.

“In a time when information communication technologies are rapidly developing in our country, globalization, competition in the world market is growing, it is an important factor to educate the educated and intellectually developed generation, which is the most important value and decisive force in achieving the goals set for democratic development, modernization and renewal”[1, 6].

Modern approaches to the educational process are being introduced in order to deepen the knowledge and talent of young people, to ensure their participation in the further development of Uzbekistan as qualified personnel in the future, in response to which we will reach the results in the effective and practical introduction of our knowledge, work. The prosperity, sustainable development of our motherland depends to a certain extent on the deep knowledge of young people, strong faith and faith, and in general, on the fact that they become perfect people. Today, in economically developed countries, the competency approach has modernized the content of education and has become one of the directions of teaching in a new way. The basis of the new content of general education in these states is the formation and development of student base competencies.

“The majority of teachers of educational institutions believe that the main tasks of the teacher in the organization and management of pedagogical processes are to organize and control the educational process on a scientific basis, to provide students with the necessary information on the topic that is planned to be studied in the educational process”[2, 36].

DISCUSSIONS

“Technology” is a Greek word, formed from a combination of the words “techne” - skill, art, and “logos” – concept, doctrine. The concept of “educational technology”, on the other hand, lyrically (in English “an educational technology”) means a science (or doctrine) that provides information regarding the organization of the educational (teaching) process at the level of high skill, art.

In the study of languages in world experience, the following principles are used:

1. The principle of aspects. In this principle, it is recommended to study the language in 3 aspects, depending on its structure: phonetic, lexical and grammatical aspect. This principle does not provide the desired effective results for the cultivation of speech, it is mainly used in the direction of learning the language as a native language.
2. Structure principle. This principle was founded by Ch.Friese, one of the bright exponents of American structuralism. His main idea was to learn languages by analogy according to their structure and to develop different models in both languages, and then to produce second language speaking skills based on these models. But this led to the transformation of language into mechanical models and did not give effective results in terms of generating live speech skills.
3. The principle of aspectual structure. This principle is also called the "new aspect". One of its founders, I.V.Rakhmanov, has developed colloquial models related to language and Speech Unity, separating 4 speech units (simple sentences, introductory simple sentences, compound sentences, and question-and-answer-style sentences) as well as their use. However, it is known that not all statements that can occur in speech can be modeled either fact.
4. Transformation principle. American linguistic scholars Z.Harris, F.French, N.Khomsky advance, through this principle, the study of the selection of base molds that exist in each language and their study of thought expression on the basis of transformation. In particular, they recommend expanding, compactifying, juxtaposing, i.e., taking students to conduct colloquial communication on the basis of transformation, the 7 base models recommended by F.French for Learning English.
5. The principle of functional structuring. On the basis of this principle, the idea of moving from content to its forms of expression lies, and the need for the study of colloquial models is put forward to indicate various forms of expression of an opinion in a particular situation. I.L.Bim, one of the founders of this principle, offers to generalize colloquial models based on colloquial-communicative purposes and to demonstrate the practical application of language in a model way.
6. Direction of ideographic grammar. In this direction, which arose in the 80s in Russian linguistics (V.A.Beloshapkova, I.G.Miloslavsky et al.) in teaching Russian as a second language, the idea of semanticizing grammar is given to strengthen the connection between the lexicon and grammar necessary for both theory and practice. In this, it is advanced that the language learner finds himself the necessary means of expression (signs) to express his

opinion based on communicative goals, that is, to go from content to form, applying this even in the methodology of the native language.

7. The principle of communication. Proponents of this principle (E.I.Passov, N.I.Jinkin et al.) recommend taking speech as a basis in teaching the second language, linking knowledge related to the grammatical structure of the language to a specific speech situation, using conditional speech exercises even in the formation of grammatical skills.



In the following years, the following principles or approaches are used in the teaching of the Uzbek language in our republic:

1. Linguistic or traditional systematic approach. In this approach, language education is given in the direction of the aspectual principle, that is, in the direction of the distribution of the content of education in a systematic sequence, and is mainly used in higher educational institutions of philological orientation. In this case, the Uzbek language is taught in a sequence of levels, and this allows you to learn the language in depth in theory, to fully familiarize yourself with the lexical-semantic and grammatical capabilities of the Uzbek language. Therefore, it is advisable to use this principle in higher educational institutions of philological orientation.

Of course, teaching phonetics, lexicology, morphology, syntax as a systematic course in the initial stages of language education, in groups where education is carried out in the Russian language, and in non-philological institutions of Higher Education does not give an effective result.

2. Teaching the Uzbek language on the basis of text analysis. In the 80s of the last century, the concept of “language applied for a specific purpose” appeared in western linguodidactics. The ground of this concept is also referred to as the “language of expertise”, since the lexical-grammatical and other specific signs of the specialty of language units used in a certain area of human activity (how speech communication is

formed within the framework of one or another specialty, in what form communication is carried out to convey certain types of information, such as In this approach, by means of working on texts related to various professions, teaching the use of professional terms in speech, student-students are trained in professional, specialized speech, the wealth of vocabulary related to professional speech is cultivated.

At this time, it is also assumed to master certain grammatical rules. In secondary specialized and higher educational institutions of various specialties, such as medicine, technology, economics, agriculture, textbooks written on the basis of text analysis are used from the very beginning.

3. Functional-communicative approach. This approach, which is now widely used in the process of teaching foreign languages, aims to teach the language for a practical purpose, that is, to teach students to exchange ideas and express opinions on any topic. In students, this principle, aimed primarily at the formation of speech skills, is also called training in the functional aspect.

Teaching methods occupy a central place in the educational process. The form, means, methods of education should be applied from class to class, from stage to stage as they are cultivated from simple to complex. Chunchi, when more pictures, objects themselves are used in the lower stages of education, it is advisable to use different tables, drawings, video and video boards in the middle and upper classes, and in secondary education, it is recommended to more widely use modern media such as codescopes, slides, computers, the internet in the educational process[3, 45].

In the course of the lesson, not one, several methods can be used, the correct application of these methods increases the scientific-theoretical effectiveness of the training, mentally and scientifically activates the student-students. Changing and exchanging thoughts of the activities of the teacher and student-students in various pedagogical situations, of course, also causes changes in the methods of the lesson. This ultimately helps each lesson to be organized in a unique way, in a form not like the others, and leads to a feeling in student-students of interest in this discipline, of striving to advance the innovations.

RESULTS

Modern teaching methods – intellectual methods, the use of innovative technologies in the preparation of qualified professionals, especially at the stage of higher education, lead to the development of logical, mental, creative, critical thinking abilities of students, the acquisition of the necessary professional qualities to become a mature specialist. Training of personnel in this way will help provide teachers with high pedagogical skills for the lower stages of Education, knowledgeable personnel of their field, and this will lead to an improvement in the quality of education in itself, an increase in efficiency[4, 23]. Because if the school studies the basics of science, that is, general education, in higher education, the student learns modern science and receives training in a specialty. That is why the methods of Higher School are not only methods of knowledge transmission and

comprehension, but also a method of increasing penetration into the process of progress in science, opening up its methodological and ideological basis.

CONCLUSION

We think that when solving existing problems in Uzbek language education, attention should be paid to the following[5, 26]:

1. Uzbek has a strong place in the world community and is the state language of the increasingly prosperous independent Republic of Uzbekistan. Therefore, strengthening the prestige and practice of our native language, giving solid knowledge of the Uzbek language in all branches of education, ensuring that literacy and speech culture are viewed as issues of State importance;
2. Updating the methodology of Uzbek language education, achieving the full implementation of advanced pedagogical technologies and information informatson tools in training;
3. Creation and application to the educational process of new types of alternative textbooks and teaching aids, audio and video tutorials, methodological manuals, didactic educational tools, complexes of multimedia applications for educational stages;
4. Further promotion of the prestige of the state language of our republic through the coordination and certification of the levels of requirements of state standards for students and graduates of the Uzbek language in the stages of continuing education;
5. To increase the scientific and pedagogical potential of the future teachers of the Uzbek language, to pay special attention to their training as a teacher of today's day, who knows the pedagogical management methods and tools of the teacher in the process of modern education, is able to identify problems, regenerate ideas, make decisions;
6. Expanding the prestige of the Uzbek language as a means of interethnic communication by establishing teaching and teaching Uzbek language to foreign citizens and abroad in our Republic, creating educational and methodological manuals for foreigners.

In the educational process, it is necessary to introduce advanced pedagogical technologies, implement the communicative-speech principle in classes, use technical means: audio-video apparatus, educational videos, create full conditions for teachers to conduct their classes in auditoriums fully equipped with technical means. It is not enough for today's teacher to have deep theoretical knowledge in his field, he should also be a specialist who can use modern forms of education, innovation and information technology, be able to identify problems, regenerate ideas, make decisions, be well versed in pedagogical management methods and tools.

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