



# MODERN APPROACHES IN TEACHING UZBEK LANGUAGE

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## ANNOTATION

*The law and independence "On the state language", the prestige of the Uzbek language was restored, broad horizons were opened for its development. Our native language began to be widely used in our republic not only as a means of treatment, communication, but also as a scientific, artistic, official language. Studying the Uzbek language, reading and teaching, publishing scientific, artistic works, educational literature in the Uzbek language has been widely established. In short, our native language has become "one of the sacred symbols of the flag, emblem, anthem, Constitution of our independent state, protected by law".*

*In this article, the modern innovative approach to teaching the Uzbek language has been scientifically studied.*

**KEYWORDS:** Uzbek language, education, innovation, pedagogy, information technology, speech culture, teaching methodology.

## INTRODUCTION

Mother tongue is a huge treasure that gives our children the right not only to read and write, but also to possess a high culture of speech, creativity and eloquence, to have secret keys that open up the opportunity to practically master different spheres of science and invent in different fields. At the same time, mother tongue is the most basic instrument of formation of national spirituality and ideology, culture and values, national thinking. In addition, it is necessary to consistently establish the teaching of the state language in our republic, to create a method of perfect teaching the Uzbek language to representatives of other nations.

Language is a great blessing, a powerful force that has restored not only a person, but also a society of personality, has given rise to its development and is now also connecting different countries. Therefore, the study of languages, the development of the most effective intensive methods of language education has always been given great attention, language teaching methods have been regularly improved.

## MAIN PART

It is emphasized in the "National program of personnel training" that "man is the main goal of the reforms carried out in the Republic"[1], for his all-round harmonious development and well-being,

conditions of realization of the interests of the individual and the creation of their impressive abilities, changing the andoses of outdated thinking and social behavior. Therefore, the interest in the application of new innovative pedagogical and information technologies, interactive techniques in the educational process is growing. Modern pedagogical and information technologies teach the reader-students to strengthen the knowledge they possess, to conduct their independent research, to try to use additional literature, to make a comparative analysis of linguistic materials and to draw conclusions on their basis. In this, as in traditional education, conditions are created for the development, formation, acquisition and education of the individual as a manager, guide, rather than for the acquisition of the ready-made knowledge of the student, as a result of which the students and students become active subjects of the educational process from the auditory passive object.

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

1. The principle of aspects. In this principle language based on its structure, it is recommended to study in 3 aspect: phonetic, lexical and grammatic aspect. This principle does not give the necessary effective results for the cultivation of speech, it is



mainly used in the direction of learning language as a native language.

2. Structural tendency. This principle is one of the brightest manifestations of American structuralism it was put forward by Ch.Frieze, the main idea of which was to compare the structure of the languages and to develop models that differed among themselves in both languages and then, on the basis of these models, to create skills for speaking in the second language. But this language has led to the transformation into mechanical models and has not yielded effective results in terms of generating live-talk skills.

3. Aspect structure bias. This principle is also called "new aspect". One of its founders is based on the unity of language and speech I.V.Rakhmanov divided into 4 units of speech (simple sentences, introductory simple sentences, compound sentences and question-answer sentences), as well as developed speech models related to their application. However, it is a known fact that not all sentences that can occur in speech can also be modeled.

4. The principle of transformation. American linguists scientists Z.Harris, F.French, N.Khomskiy through this principle, advance the study of the choice of basic patterns that will be available in each language and the expression of ideas on the basis of their transformation. In particular, on the study of English it is recommended to expand the 7 base models recommended by the F.French, to compact, to add to each other, that is, to bring readers to the conduct of speech communication on the basis of transformation.

5. The principle of functional structure. 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 speech models is promoted in order to show different forms of expression of thought in a particular situation. The founder of this principle is I.L.Bim offers to generalize the models of speech, proceeding from the speech-communicative goals, and to illustrate the practical application of the language.

6. Communicative principle. Supporters of this principle (E.I.Passov, N.I.Jinkin and others) recommend the use of conditional speech exercises, even when teaching the second language, to take speech as a basis, to connect the knowledge associated with the grammatic structure of the language to a certain conversational situation, to formulate grammatic skills.

"The age of the students, their prospective plans in the form of an individual or a community, their gender and ethnic composition, their desire to study and their ability at different levels all affect the teaching styles. Studies have shown that the level of aptitude is effective in groups consisting of more

average and lower self-assimilation students in the teaching of different types of groups"[2, 45].

In the following years, the following principles or approaches are used in teaching the Uzbek language in the Republic:

1. Linguistic or traditional systematic approach. In this approach, language education is given in the direction of an aspect principle, that is, the content of education is given in the direction of taqsimlash in a systematic sequence and is used mainly in higher educational institutions of philological orientation. In this Uzbek language is taught consistently in levels, which allows to study in-depth from a theoretical point of view, to get acquainted with the lexical-semantic and grammatical possibilities of the Uzbek language. Therefore, it is worthwhile to use this principle in higher educational institutions of philological orientation.

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

3. Functional-communicative approach. This approach, which is now widely used in the process of teaching foreign languages, aims to teach language practical purposes, that is, to teach students to exchange views and express opinions on any subject. In students, they also refer to this principle, which is primarily aimed at the formation of speech skills, as teaching in functional aspect.

In this, it is planned to teach the reader - students to speak on any conversational subject on the basis of speech devices, which are necessary to express a certain opinion, and not on grammatic subjects, grammatic rules are given only because of the need for speech. Therefore, phonetic, lexical, grammatic (morphological and syntactic) knowledge, which is given on each subject, is given not by language level, but by complex, and is intended to teach the students to perform speech activities on the basis of 4 main actions: listening, understanding, speaking, reading and writing.

Conclusion. Thus, there are thematic or functional-semantic directions of the communicative approach of the Uzbek language, in the first one the program and textbooks of the Uzbek language are divided into speech topics and it is planned to teach the grammatic tools that are actively used within the framework of this topic. The leadership of the topics of speech led to the fact that matematical knowledge was given that it was not strengthened, that the topics were repeated according to the calendar (that is, in winter, autumn themes, holidays are returned every year), that there were refunds. As a result, it leads to the lack of continuity in the teaching of the Uzbek



language. The fact is that although the subject matter makes it convenient to concentrate the lexicon within the framework of one subject, but when moving from one subject to another, the fact that it is practically not used in subjects after the previously studied lexicon does not lead to a thorough mastering of the active lexical minimum. Although the principle of subject matter creates a certain ease of learning by grouping words, it is absolutely inconvenient in ensuring the frequency of repeated use of words, while in the matter of consistent planning of grammatical means it has no convenience side.

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