



PECULIARITIES OF THE METHODOLOGY OF TEACHING THE UZBEK LANGUAGE TO FOREIGN STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Husainova Guli Shavkatovna

Lecturer of Uzbek language at the Department of Languages,
Urgench branch of the Tashkent Medical Academy,
Urgench, Uzbekistan

ABSTRACT

The article is devoted to the peculiarities of the methodology of teaching the Uzbek language to foreign students in higher education institutions. The article analyzes the methodological guidelines, methods and scientific views of linguists and scholars on the teaching of language as a foreign language.

KEYWORDS: *Uzbek language, method, methodology, foreign language, foreign student, teacher work style, speaking skills, speech, reading, listening comprehension, speaking, writing, verbal method, excursion, communicative, speech devices.*

INTRODUCTION

If we look at the data on the Internet, the population of the planet speaks 7111 languages. Only one percent of these languages (70 languages) are spoken by 90 percent of the world's population. The rest are endangered languages spoken by very small populations. Every two weeks, one language on Earth disappears altogether.

Happily, our language is in that stable 1 percent. Uzbek language is spoken by about 40 million people around the world. This means that one in every 200 people on Earth speaks Uzbek. In other words, Uzbek is one of the 40 most widely spoken languages on the planet. (Each of these languages is spoken by at least 30 million people).

Let's take a look at the history of our language. According to experts, the history of the Uzbek language spans several thousand years. Its earliest roots go back to dozens of ancient Turkic peoples living in Central Asia - Sak, Hunnu, Kangli, Chigil, Yagma, Qarluq, Kipchak.

The Orkhon-Enasay monuments of the VII-VIII centuries, along with all Turkic peoples, are our ancient wealth and heritage. Our great ancestor Bilga Hakan wrote a testament to future generations in the ancient Turkic language in his inscription in 711: "O Turkish people. Understand yourself, return to yourself, and you will rise!"

In the Middle Ages, scholars such as Mahmud Kashgari, Yusuf Khas Hajib, Ahmad Yugnaki, Ahmad Yassavi wrote their works in Turkish and contributed to the development of our language. The

great thinker Hazrat Alisher Navoi truly strengthened the foundation of today's Uzbek literary language. At his initiative, our native language became the state language of Khorasan. For the first time, Navoi created "Khamasa" in Uzbek, created great devons and proved that it is not inferior to other languages. In his poems he sang not only the richness and elegance of the Uzbek language, but also the national image and values of the Uzbek people [Rustam Jabborov <http://21asr.uz/post>]

RELEVANCE OF THE TOPIC

Today, the higher education system in Uzbekistan is entering a new stage of development. In accordance with the Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev of October 8, 2019 "On Approving the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030", first of all, much attention is paid to pressing issues of education, such as including at least 10 higher education institutions in the list of higher education institutions for the first 1000 places in the ranking of internationally recognized organizations, including the National University of Uzbekistan and Samarkand State University in the list of higher education institutions in the first 500 places, raising the content of higher education to a qualitatively new level, creating a system of training highly qualified personnel who will make a worthy contribution to the sustainable development of the social sphere and economy, who can find their place in the labor market, increasing



the investment attractiveness of higher education, attracting foreign educational and scientific technologies. [Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030"]

The content of the issue. Raising the content of higher education to a qualitatively new level will also attract the attention of foreign students to higher education institutions of our country. At present, in many higher educational institutions of Uzbekistan, along with the youth of our country, foreign students are diligently studying. It should be noted that in the modern education of foreign students in our country, the professors of higher education institutions are responsible for the deep knowledge of languages and their ability to convey them to students. At the same time, one of the most important issues today is teaching the history of the Uzbek people, rich spiritual values, Uzbek language as a foreign language, and developing students' speech in the Uzbek language to foreign students. This requires specialists in the field of education to pay special attention to the specifics of the methodology of teaching the Uzbek language to foreign students.

First of all, if we look at the history of the origin of the word 'methodology', the word 'methodology' is derived from the Greek word 'methodos', which means 'way'. It should be noted that the word is currently used in two senses:

1. *A set of methods, techniques, forms of the teacher's work in the study of any subject (i.e. the teacher's art skills and language).*
2. *To study the possibilities and means to achieve the maximum level of the science learning process. (i.e. the study of theory on any subject).*

The object of our attention below is the methodology of the theory of teaching the Uzbek language to foreign students.

The experience of methodological science practice emphasizes that the development of science and practice is fully interrelated. It is well known that theory is always enriched by practice. Methodology is a theoretical and applied science of this art. The teacher's ability to adapt the overall methodology is certainly of great value.

The main goal of the methodology is to identify the most relevant, most urgent topics of the language as a foreign language in the learning process. It should be borne in mind that the learning process in language learning consists of a number of components:

1. Language learner, student, listener and others.
2. Language teacher, specialist.

3. A science subject and teaching that connects a language learner, a student, a listener, and others with a language teacher, a specialist. [M.P.Chesnokova. **Method of teaching the Russian language as a foreign language.** - Moscow, MADI, 2015. p. 12-15]

The methodology studies each of these components separately and interconnected. The method of linking written and oral speech in the delivery of topics to the student in the Uzbek language as a foreign language in the student audience gives very good results. Therefore, in the formation of the methodology for this category of students, the main task of communication aimed at learning the Uzbek language, that is, the development of speech activity in the Uzbek language - reading, speaking, listening, writing. It is clear that we will not get the desired result if the teacher cannot link these processes.

It is known that language education involves the acquisition of a certain amount of knowledge at each stage of education. The basis of the knowledge to be mastered is language materials, consisting of phonetic, lexical, grammatical information specified in the curriculum, which are distributed separately for each semester period in accordance with the requirements of the state educational standard. In the learning process, it is important for students to develop speaking skills based on this knowledge. If this knowledge is not properly distributed between semesters, continuity of educational content cannot be achieved. Speech skills are generated through 4 main types of activities: reading, listening comprehension, speaking, and writing skills, and help students develop the ability to apply the knowledge they have acquired independently and consistently in practical speaking activities - speaking skills. According to the well-known psychologist IA Zimnyaya, "skill is the achievement of high perfection of actions and automation of speech processes as a result of exercise." Indeed, the process of speaking, communicating, requires the most effective level of lexical, grammatical, and phonetic formalization of thought - the development of highly automated speaking skills, i.e., speaking skills. The development of oral speech skills in oral communication is the basis of the communicative goal, because it is through the ability to listen, speak, read, write - the ability to exchange information in a second language, communicate verbally and in writing appears.

There are two other important aspects to consider when teaching a language as a foreign language or a second language: teaching the language in a place where there is no language environment and teaching the language in a language environment. The first case concerns the study and teaching of foreign languages, while the second case involves the



teaching of the state language of a country to representatives of different languages living in that country. In particular, the teaching of the Uzbek language to people of different nationalities living in Uzbekistan, or the teaching of Russian and Hindi to people of different nationalities living in multi-ethnic countries such as Russia and India

Teaching the Uzbek language to people of other nationalities is associated with the creation of Russian-style schools in Turkestan, and as methodologist S. Nazarova noted, before 1917, Mullah Solikhoja Kichkinhodzhayev, S.M.Gramenitsky, Usmon Dadamuhamedov, Muhammadrasul Rasulov, Ali Askar Kalinin, Saidrasul Saidazizdov, Muhammad Amin Muhammad Karimov, Kamoliddin Kakhkhorov taught the Uzbek language to Russian in Russian-style schools, and the first textbooks on teaching the Uzbek language for people of other nationalities living in Turkestan was associated with the activities of these schools. [Nazarova S. **Methods of teaching Uzbek language. Tashkent: Teacher, 1992. -p.19**].

It is extremely important to whom knowledge, skills and abilities are provided in the educational process, i.e. who is the subject of education. Therefore, in language education, the teaching of language as a mother tongue and the teaching of a foreign language (or teaching as a second language) are studied separately.

Psychologist L.S. Vygotsky expressed the following opinion about the contradiction between the pedagogical and psychological methods of teaching the mother tongue and the second language: "Learning the mother tongue is carried out from the bottom up, and learning a foreign language from the top down". This can be interpreted as follows: in the bottom-up direction, that is, from the analysis of specific linguistic phenomena to their generalization, and in the top-down direction, from the generalizations (rules) to their practice. This means that the information to be given, the content of the rules, the form and place of the presentation will have to be selected according to which aspect of the language is being studied and distributed accordingly. Of course, when a language is taught as a foreign language or a second language, knowledge is required to be conveyed in a communicative way, that is, within the lexical and grammatical minimums that ensure certain communication, rather than as deep and extensive as in the linguistic aspect. [Zimnyaya I. A. **Psychological aspects of teaching speaking a foreign language. - Moscow: Moscow State University, 1998. -268 p.**]

Since when teaching a language as a foreign or second language, the main attention is paid to the speech aspects of the language, there are many

problematic issues, that methodologists and psychologists deal with. Psychologists point out that the way in which students acquire secondary language skills occurs through primary - native language skills and abilities. The formation of speaking skills in a second language depends, first of all, on the formation of skills in using language tools that help to express ideas in that language, and the ability to freely and harmoniously use them in the process of speech communication, and this ability is formed in a person on the basis of speech skills built on the skills of the native language. [Nazarova S. **Methods of teaching Uzbek language. Tashkent: Teacher, 1992. -p.25**]

Interactive teaching methods used in teaching Uzbek to foreign students, the purpose of the method is to analyze existing theoretical knowledge and practical experience, find ways to solve the problem by comparing, consolidating, repeating, assessing knowledge, forming independent, critical and non-standard thinking.

In addition, the teacher, of course, must have a good understanding of the golden rule of methodology, i.e. to whom? what? for what purpose? how? he must teach, then it is necessary to use a new teaching model, organized with the help of modern educational technologies, to provide these planned materials. For this, in the educational process, it will be necessary to use not only active methods of interaction between teacher and student, but also interactive methods that provide interaction between students, that is, develop a draft educational dialogue and polylogy.

The main task of language education is to increase the vocabulary of the Uzbek language, grammatically and methodologically correct and appropriate use of this vocabulary, to express their ideas clearly, accurately, logically, logically, reasonably and effectively, as well as:

- organization of education on the basis of a systematic approach;
- individual approach to each subject of education;
- accepting the teacher as the organizer of educational activities, students as competent advisors and assistants;
- search for and solve problems in the educational process, the use of active and interactive methods aimed at applying knowledge in practice;
- establish a wide range of forms of teamwork and small group work;
- widespread use of information technology in the educational process, along with traditional means of education;
- to know and actively apply methods aimed at directing students to work independently.



If we describe situations that may involve teaching methods, one of which is that the teacher creates a model that suits the students in a leadership role in the lesson, in an environment where students work together as a team and encourage them to make the right decisions. Either the teacher can see himself or herself as a member of that team, or the teacher takes full control of the lesson and leads the students, or he or she acts in sync with the team that is organized in the classroom. All of these can be considered as components of teaching methods. [Zimiyaya I.A. **Psychological aspects of teaching speaking a foreign language.** - Moscow: Moscow State University, 1998. -p.29]

Educational methods can be divided into the following groups according to the organization of learning activities, transmission, reception, comprehension, memorization of educational information, ensuring the practical application of acquired knowledge, the formation of practical skills and competencies:

- verbal (methods of verbal transmission and reception of information by hearing or oral methods - story, speech, conversation, etc.);
- methods of visual transmission and reception of educational information (visual methods - visual, demonstration, etc.);
- providing educational information through practical work (practical methods - exercises, laboratory experiments, etc.).

Games can also be a key strategy to motivate students on any curriculum. If a teacher starts a lesson by saying, "We're going to play a game in class today," the whole audience is more likely to focus on themselves. Here, the game attracts the attention of students and increases the likelihood of learning more through it. In addition, games are also considered as an additional motivating factor.

One of the non-traditional forms of lessons is an excursion. Excursion is a form of education that provides a thorough mastery of knowledge that illuminates the content of a particular process, event or activity on the basis of direct observation. Excursions are radically different from the auditorium-lesson system, as well as practical classes. During the excursion, people move from one place to another. Foreign students ask questions from time to time during the process of observing the object, writing down the necessary information. At the end of the excursion, the teacher conducts a conversation, linking today's observations to previously mastered materials. Writing a statement or essay in Uzbek on the basis of excursion materials will help to make the results of the tour more effective.

The use of audio-video equipment, educational videos is also an important tool in the perfect teaching of the Uzbek language to foreign students.

At the same time, it is necessary to create full conditions for teachers to conduct their lessons in classrooms fully equipped with technical means.

For a teacher today, in-depth theoretical knowledge in his field is not enough, one must be a specialist who can use modern forms of education, innovative and information technologies, identify problems, restore ideas, make decisions, know the methods and tools of pedagogical management.

In fact, the main purpose of teaching Uzbek to foreign students is not to teach Uzbek students the grammar of the Uzbek language, but to develop in them Uzbek speaking skills. This requires the teaching of various speech devices, the necessary grammatical knowledge, and the rules of connection of words and phrases should be taught based on the need for speech, the purpose of expression of ideas. This means that teaching a language as a mother tongue and teaching a language as a foreign language are different and have their own peculiarities.

CONCLUSIONS

In conclusion, it is no exaggeration to say that the international competence levels of education and the application of advanced methods and practices in the education system of developed countries in the teaching of Uzbek language in the future will pass a school of advanced practice for professionals.

RECOMMENDATIONS

Of course, textbooks on science are also important in the introduction of advanced pedagogical technologies in the educational process, the implementation of the communicative-speech principle in the classroom.

The focus of Uzbek language textbooks for foreign students on the formation of practical speaking skills is, of course, the achievement of our textbooks. However, in addition to these achievements, today we do not have almost perfect textbooks on teaching Uzbek to foreign students.

It is true that in higher education institutions of our country, subjects for foreign students are often taught in English. However, these students live in our country, interact with their peers and compatriots, organize excursions around the country, enjoy the rich and unique material and spiritual masterpieces of our history, as well as listen to radio and television products. In this regard, we must not forget that the goal of creating a culture of speech in the Uzbek language among foreign students by studying the Uzbek language is, first of all, by creating textbooks "Uzbek as a Foreign Language" and using them in the lessons.



BIBLIOGRAPHIC LIST

1. *Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030.* <http://lex.uz/>
2. *Nazarova S. Methods of teaching Uzbek language.* Tashkent: Teacher, 1992.
3. *Zimnyaya I. A. Psychological aspects of teaching speaking a foreign language.* – Moscow: Moscow State University, 1998. – 268 p.
4. *Chesnokova M.P. Method of teaching the Russian language as a foreign language.* - Moscow, MADI, 2015.
5. *Rustam Jabborov* <http://21asr.uz/post>