

Teaching Uzbek Literary Language: Theoretical Foundations and Contemporary Approaches

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Received: 21 March 2026; **Accepted:** 28 April 2026; **Published:** 20 May 2026

Abstract: This article evaluates the historical development, scientific-theoretical foundations, and contemporary pedagogical approaches to teaching Uzbek literary language. Special attention is paid to issues of forming communicative competence in the educational process, developing speech culture, and implementing innovative technologies. The research demonstrates that modern approaches emphasize moving away from excessive focus on grammar toward developing students' communicative competence through interactive methods, digital resources, and interdisciplinary integration.

Keywords: Uzbek literary language, speech culture, communicative competence, teaching methodology, cognitive-pragmatic approach, language pedagogy.

Introduction: The Uzbek literary language is not merely a means of communication, but an invaluable heritage embodying centuries of history, culture, and spiritual values of our nation. Therefore, the task of transmitting it to future generations completely and qualitatively has always held central importance. Currently, this issue has acquired even broader significance. Modern pedagogy requires educating students not as passive recipients of ready-made knowledge, but as individuals capable of independently analyzing problems, deeply understanding text content, and developing critical thinking. This necessitates a new approach to teaching methods and techniques.

It is important that this requirement be recognized at the state policy level. A series of regulatory documents adopted in recent years, including the Presidential Decree of the Republic of Uzbekistan No. PF-5850 dated October 21, 2019, "On Measures to Fundamentally Enhance the Prestige and Status of Uzbek as the State Language," and Decree No. PF-6084 dated October 20, 2020, "On Measures to Further Develop the Uzbek Language and Improve Language Policy in Our Country," as well as resolutions of the Cabinet of Ministers of the

Republic of Uzbekistan, are directed toward consolidating the position of Uzbek language in society, improving the quality of education, and implementing advanced teaching methods.

The methodology of native language teaching is crucial in accomplishing these tasks, as it is through this discipline that future teachers develop professional competence. The methodology discipline itself has a multifaceted structure. While encompassing work on vocabulary, grammatical structure, and coherent speech, it aims to develop students' ability to distinguish literary language from other forms of speech—dialects, jargon, and colloquial speech. The consequence of this is that students not only learn to write correctly but also reach a level where they can think independently and critically evaluate their knowledge. Therefore, in modern native language lessons, alongside traditional methods, the need to effectively utilize digital technologies, interactive methods, and foreign experience is increasingly apparent.

Literature Review And Methodology

Scientific research on the methodology of teaching the Uzbek literary language has a long history and has

developed in two main directions: strengthening the theoretical and methodological foundations of the field and improving practical teaching methods.

From a historical perspective, scholars such as Abdurauf Fitrat, O. Osman, B. Avizov, Y. Abdullayev, and M. Omilkhonova made significant contributions to the development of native language textbooks. The exercises and tasks included in these textbooks, aimed at organizing students' independent learning activities, laid the foundation for further methodological research and influenced subsequent studies in the field.

In the subsequent stage of development, researchers focused their attention on the application of modern pedagogical technologies in native language education. Scholars such as Sh. Yusupova and N. Yuldasheva investigated the possibilities of implementing innovative methods in the teaching process, while A. Gulomov, M. Saidov, and N. Alovuddinova explored ways to develop students' independent and creative thinking skills. The issue of the continuous teaching of language levels was specifically examined by T. Yusupova, whereas X. Mukhiddinova focused on ensuring continuity between different stages of education.

The research conducted by N. Makhmudov, A. Sobirov, and I. Mirzayev has played a significant role in updating textbook content in accordance with national values. B. Mengliyev has consistently devoted particular attention to the theoretical and practical issues of reducing the overemphasis on grammar in native language teaching, developing students' reading literacy skills, fostering national language awareness and spirituality through vocabulary and text analysis, preparing students for various communicative situations, and cultivating creative thinking. The learning tasks included in the textbooks authored by him are designed to achieve these educational objectives.

The research of R. Safarova, Sh. Yusupova, X. Mukhiddinova, Sh. Yuldasheva, Q. Khusanboyeva, and U. Abdurasulov on implementing communicative and competence-based approaches in native language education holds special significance. The problem of activating students' cognitive activity through learning tasks has been deeply studied from a didactic perspective by I. Allayorov, O. Rozikov, R. Ibragimov, B. Adizov, and M. Makhmudov.

Theoretical Foundations Of Language Teaching Methodology

The methodology of teaching the Uzbek literary language as an independent academic discipline is based on several specific theoretical foundations. These foundations consist of three interrelated principles: scientific rigor, consistency, and practicality.

The principle of scientific rigor requires the accurate and well-substantiated explanation of linguistic phenomena from a linguistic perspective during the teaching process. Students should consciously assimilate the norms of the literary language rather than acquire them incidentally. To achieve this objective, teachers must possess a deep understanding of such branches of linguistics as lexicology, morphology, and syntax.

The principle of consistency implies step-by-step construction of educational content based on previous knowledge. Work on words prepares the foundation for creating word combinations and sentences, which in turn facilitate the development of coherent speech. When these directions are carried out in parallel, each serves as a foundation for the next.

The principle of practicality is directed at ensuring the application of theoretical knowledge in real-life situations. Students should not merely memorize grammatical rules but be able to freely use them in various speech situations. Traditional approaches based on teaching grammar often leave students unable to understand text content and capable only of mechanically restating theoretical information.

Contemporary Pedagogical Approaches

Currently, the necessity of using innovative methods alongside traditional methods in native language lessons is increasingly evident. Several directions deserve special attention in this regard. For example, interactive methods such as problem-based learning, project-based learning, discussions, and role-playing games transform students from passive listeners into active participants. These methods simultaneously develop critical thinking, communication culture, and collaboration skills in students.

Digital resources, electronic platforms, and interactive textbooks make the teaching process more engaging and effective. Particularly important are scientific

investigations aimed at creating electronic platforms that develop students' oral and written speech competence. Coordinating native language lessons with literature, history, and other subjects enables students to perceive language as an integral phenomenon. Learning grammatical rules through literary texts enriches grammatical knowledge with practical meaning.

Conclusion

The methodology of teaching Uzbek literary language, with its theoretical-methodological foundations and practical directions, has developed as an independent scientific field. Analysis of sources studied within this research demonstrates that the field's progress is the result of the work of several generations of scholars, with each stage serving as a foundation for the next.

According to research findings, the fundamental principles of methodology—scientific rigor, consistency, and practicality—enable students to consciously assimilate norms of literary language, progressively consolidate knowledge, and freely apply it in real speech situations. At the same time, approaches directed toward developing students' communicative competence while moving away from excessive focus on grammar are being established as a priority direction of modern language education.

The application of interactive methods, digital resources, and interdisciplinary integration in native language education has been scientifically substantiated as serving to organize the learning process more meaningfully and effectively. Such an approach creates conditions for developing students into independent thinkers capable of critical evaluation and thoroughly mastering speech culture.

Based on the conducted analysis, the following recommendations are proposed for improving the system of teaching Uzbek literary language: ensuring balance between theoretical knowledge and practical skills, continuously enhancing teachers' methodological competence, and consistently applying contemporary digital technologies to the educational process.

The implementation of these measures serves as an important condition for raising the quality of language education to a new level and preparing competitive personnel.

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