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Methods Used in The Methodology of Teaching the Uzbekistan Language and Their Classification

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Abstract: The article analyzes the ideas about the methodology of teaching the native language. The introduction of some methods used today in language teaching is scientifically based. Theories of effective methodological exercises and rational use of technologies are expressed. The theory of methods is proven on the basis of various examples.

Keywords: Method, technology, “Twins” game, explanation-demonstration method, “Penalty” game, “4K” model, “Zoo” game.

Introduction: Nowadays, due to the development of technologies, great changes are also taking place in educational tools. Lessons are now being held in line with the times through various modern technologies and interactive methods. The role of technology and various methods in the field of education is becoming increasingly important. The methodology of teaching the native language is understood as methods for achieving the goal of teaching the native language and regulated activities in this regard. It should be noted that modern didactics distinguishes between methods and methods. A method is a broad concept that represents activities aimed at achieving the goal.

Today, various methods are widely used in educational processes in order to improve the quality and scientific color of lesson processes. Methods make the process of teaching and learning more convenient and effective for us. With their help, we can analyze the knowledge we are teaching, develop students' thinking skills through various methods, review topics covered in a short time, and convey new knowledge in a simple way.

METHODOLOGY

In recent years, world methodologists have conducted a considerable amount of scientific research on teaching methods and their classification. They classify teaching methods in different ways.

One group of scientists (S.I. Perovsky, E.Y. Golant) divides teaching methods into oral, instructional and practical methods depending on the source of knowledge, while the second group of scientists (M.A. Danilov, B.P. Esipov) divides them into methods based on the educational task performed in a certain type of lesson, such as acquiring knowledge, forming skills and competencies, consolidating acquired knowledge, checking and evaluating skills and competencies. Y.K. Babansky divides teaching methods into three large groups: 1). Methods of organizing students' educational activities; 2). Methods of stimulating students' educational activities; 3). Methods of controlling students' learning and cognitive activity. Another group of scientists (M.N. Skatkin, I.Y. Lerner), based on the specific characteristics of cognitive activity, divides teaching methods into 1) the explanation-demonstration method; 2) the memorization method; 3) the problem statement method; 4) the partial search method; 5) the research (search, creativity) method. This classification of teaching methods proposed by I.Y. Lerner and M.N. Skatkin is characterized by the presence of research and problem situations in the thinking activity of students. This classification is also quite consistent with the nature of language teaching. Therefore, we will dwell more extensively on the classification of I.Y. Lerner and M.N. Skatkin in teaching the native language. In this case, it should be emphasized that the place and role of the teacher in teaching the native language is very important.

RESULTS AND DISCUSSION

Explanation - demonstration method. The teacher gives knowledge in a ready-made form. The teacher explains the rules of the native language and gives examples to reinforce it. Students listen to the knowledge being explained and try to remember it. In our opinion, this method is no longer effective, because the student memorizes this knowledge and does not understand the essence of the topic. The teacher should not only give examples, but also involve the student in this process. Through this, we can understand the student's thinking and understanding of the topic even better. For example, after the teacher explains the topic, we can determine the level of understanding through the following game:

“Twins” game. In this game, students are divided into two groups. The first group finds examples of double consonants that occur next to each other, and the second group finds words for a series of consonants in which different consonants occur in succession. It is explained that the consonants in a row should be in one syllable. The first group can be compared to twins who look exactly like each other, and the second group can find examples of twins who look different. Later, this game can be changed by increasing the number of syllables.

Examples of double consonants: dart, karra, arra, pilla, alla, amma, palla, malla, talla, issab, achis…

Examples of consecutive consonants: tutor, tree, castle, value, pain, bravery, throne, oath, leaf…

This game does not take much time in the lesson, and if you use it to increase the attention of students and adapt to the lesson, you can increase their interest.

Problem statement method. The teacher sets a specific problem for students and begins to solve it by ensuring their independent mental activity. This method of education is characterized by independent analysis, observation, grouping, and generalization of educational material by students under the guidance of the teacher. This method is widely used today. It allows the student to freely and independently express his opinion by stating the problem. We can create the following problem on the topic “Export or import” in the 6th grade textbook. The teacher asks the class a question in the content of “How much does the excess of imports over exports in our country benefit the people or the state economy?” As a result, students freely express their opinions. At the same time, it is possible to establish integration with the subject of economics.

Recall method. A distinctive feature of this method is that the student completes the task based on the acquired knowledge or according to the given example. The teacher acts on the basis of a certain template. There is a proverb among our people: “Repetition is the fruit of knowledge”. This helps the student to transfer the knowledge from his subconscious memory to the main part. It would be appropriate to use the following game on the topic of repetition:

“Penalty” game. Penalty means “penalty” when translated from English. So, this game is more interesting with penalties. To use this game, we need a ball. We divide the students into two groups. We know that in football there are 11 members. So, each of your groups should consist of 11 members. We form the teams as follows:

- 1 goalkeeper (we will appoint one of the strongest members of both groups as the goalkeeper. Because the goalkeeper is the main person in this game);

- Defenders (4 students from each team);

- Midfielders (4 students from each team);

- Forwards (2 students from each team).

Once the lineups are determined, the game begins. You will determine which team will answer the questions first by drawing lots. After determining, the goalkeeper of the team that answers first will go on stage (next to the scoreboard).

The opposing team will tape a question written on a piece of paper to the ball and throw it at the goalkeeper. If the goalkeeper reads the question and can answer it, he will score a maximum of 8 points. If the goalkeeper does not know the answer, the ball will go to the defenders, and if one of the defenders can answer the question, he will score 6 points (-2 penalty points for the goalkeeper's inability to answer). If the defenders also cannot answer the question, the ball will go to the midfielders, and if they can answer the question, they will score 4 points (-2 penalty points for the defenders' inability to answer). If the midfielders also cannot answer the question, the ball now passes to the attackers, and if they can answer the question, they will score 2 points (-2 penalty for the midfielders not being able to answer the question). If the attackers also cannot answer, the team will lose points and the opponent's turn will now be theirs.

The game continues in this way, taking turns answering. Each team will answer 5 questions. Just make sure that teammates do not tell each other the answer to the question, that is, you are the referee. Defenders should not tell the goalkeeper, midfielders to defenders, attackers to midfielders in order to get more points, otherwise the game will not give the expected result.

It is even better if students prepare the questions

perfectly in advance. This method is especially effective in revision lessons.

At the end of the game, you will hold an award ceremony. It will be even more interesting for the students if you award the students who actively participated with nominations such as "Best Goalkeeper of the Game", "Best Defender of the Game", "Best Midfielder of the Game", "Best Forward of the Game" and present them with certificates signed by you. Of course, if you also prepare a trophy for the winning team, the students will definitely miss your lesson (This is of course optional).

The method of re-traceability. This method of education is distinguished by the fact that the teacher sets a specific educational problem during the lesson, but does not show ways to solve it independently. However, when difficulties arise, he is provided with help. The student can receive this help from the teacher's explanation, from the students' conversation with each other, or from textbooks. The method of help received during the task is partially creative. This method not only increases the student's searchability, but also his level of knowledge of this problematic process, resourcefulness, and the correct use of the help provided, as a result of which his mental activity increases. As an example, we can cite the “4K” model. The use of methods planned on the basis of the “4K” model during the lesson gives the desired result.

Research (creative) method. This method requires full creativity from the student. In order to obtain new knowledge, the student himself seeks ways to formulate the problem and solve it completely independently. Creative and practical tasks given by the teacher are also completed without any help or based on a model. Currently, this method is given in the form of an essay in the National Certificate System. The student is asked a problematic question and expresses his/her opinion freely and creatively.

The “Zoo” game. Each group creates a text about the zoo based on the topic given to it, using a creative approach. Then, each group reads the texts they have created in turn. The remaining group members listen carefully and, if there are any errors in the text, they are corrected with the help of the teacher.

Interactive methods are methods that ensure the interaction of the teacher and the student, activate them and encourage them to think independently, and increase their motivation for learning. The traditional lesson process, that is, lecturing and memorizing rules, bores the student. This raises a question in the student, namely, “Do we need this or will it be useful tomorrow?” The teacher should approach the lesson creatively at this time. That is, not the teacher himself, but the student’s activation process, enriching it with interactive methods, which are considered modern methods, leads to an increase in the student’s level of mastery. In this way, the lesson process should not only be enriched with methods, but the main issue should not be left out. For this, it is advisable to properly distribute time.

The goal of interactive methods is to create an effective learning environment and further accelerate the learning process of students by using traditional teaching methods and technologies together. These methods help students to acquire knowledge in a comprehensive way, think independently, and solve problems.

The advantages of a student-centered approach are manifested in the following:

-higher educational effectiveness of teaching and learning;

-higher student motivation;

-taking into account previously acquired knowledge;

-adapting the intensity of learning to the needs of the student;

-supporting the initiative and responsibility of the student;

-learning through practice;

-creating conditions for two-way feedback.

In order for a student to master the lesson well, it is not enough for him to just listen and write, but he must also actively work on this material, think, discuss, and perform auxiliary tasks.

Currently, one of the main tasks of educators is to form the student's ability to engage in independent work. When using interactive methods, all the mental processes of the student - perception, consciousness, memory, imagination, thinking - come into play and are directed to search, search, and develop his mind to solve the problem.

The practical application of interactive methods helps to improve the quality of the lesson, activate the assimilation of knowledge by students, and develop their personal qualities. Currently, one of the main directions in the field of improving educational methods is the introduction of interactive methods of education and upbringing. All teachers are increasingly using interactive methods during the lesson. Interactive methods are diverse, and all of them, like any progressive methods, first of all require teachers to prepare well in advance of the lesson. Interactive methods are selected in accordance with the characteristics of the lesson topic and the intended goals.

Efficient use of time in the lesson is a prerequisite. For this, it is necessary to correctly select and prepare the necessary tools, and clearly define the trainers and their tasks. The use of correctly selected methods ensures that the lesson is interesting and effective.

Interactive methods are related to the theory of constructivism, and when using these methods in practice, the following main conclusions of constructivism should be taken into account:

- the student must learn himself, otherwise no one can teach him anything;

- the teacher organizes a process that helps students “discover” knowledge;

- knowledge is not a copy copied from existence, it is formed by a person.

Interactive learning technology - ensures that each teacher conducts a lesson that all students learn as intended. In this case, each student, having his own motivation and intellectual level, learns the lesson at the intended level.

CONCLUSION

Based on the study of some experiences in the practical application of interactive training, we can indicate some factors that affect the quality and effectiveness of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodological, and factors related to the teacher, students, and educational tools. We must take into account that they have a positive or negative impact, depending on their nature.

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