



METHODS OF TEACHING THE NATIVE LANGUAGE

Vohidova Muqaddas Rasuljon qizi

Teacher of the Department of primary education of Oriental university

Article history:	Abstract:
Received: 8 th November 2022 Accepted: 10 th December 2022 Published: 10 th January 2023	The principles of the methodology of teaching the native language based on the task of teaching students the native language, their upbringing and comprehensive development, based on the theory of cognition, based on the recommendations of all close, interconnected disciplines, the methodology of teaching the native language develops its principles. These principles are different from universal principles and determine the directions of Educational Labor between the teacher and the student. In this article, feedback and feedback on the teaching of the subject of the native language will be made. comprehension processes of the native language and reading literacy textbooks in increasing reading literacy of Primary School students
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Although the methodology of teaching the native language has accumulated rich experience as a pedagogical discipline, a number of problems have also arisen with the teaching of this discipline. This is due to the fact that a number of modern technologies have entered and entered the educational process, the native language textbooks of general secondary schools have been updated, textbooks have been created for academic lyceums and professional colleges. These are related views and analyzes, methodological instructions should become an object of study of the teaching methodology of the Uzbek language. In this sense, the content of this discipline can be defined as follows: the development of a coherent system of native language education, the selection and introduction into practice of methodological recommendations on the organization of native language lessons, and at the same time the development of the scientific foundations of the methodological sphere, which reflect modern pedagogical technologies, interactive methods of Language Teaching.

This science is aimed at the introduction of acquired knowledge into pedagogical practice, the efficient use of advanced pedagogical technology. The teaching methodology of the Uzbek language studies the didactic foundations of the formation of the owner of creative thinking. What is the science of the teaching methodology of the mother tongue to the younger generation?, how much?, how? answers questions that need to be taught. The study of the methodology of language teaching is the search, selection, application in practice of convenient techniques, suitable for various educational stages.

The main goal of the Uzbek language teaching methodology is to create skills and abilities to use language capabilities correctly, accurately,

appropriately and efficiently, develop logical – creative thinking, improve communicative literacy, form the idea of national independence in students and spiritual enrichment of the student's personality.

The main task of the methodology of language teaching is to educate and convey to students free, creative, independent thoughts in oral and written form, mature mentors who are able to correctly express them on the basis of the meyers of the literary language, the ability to give one meaning in different situations. The science of teaching methods of the Uzbek language has its theoretical foundations and methods of scientific research. These are the following:

1. Observation. Linguist and Methodist scientists read and hear and follow lectures at scientific conferences, time presses, giving methodological articles, pedagogical readings, follow modern lesson samples and draw appropriate conclusions from them. Through this method, problems with native language teaching are taught, new views and techniques are identified.

2. Experiment. Methodist-scientists share the results achieved on their scientific research at scientific conferences, conduct experiments in certain schools or academic lyceums based on well-founded and reliable criteria for the methods they are promoting, trying to apply. They analyze the results. This method lays the foundation for proving the reliability, validity of the proposed scientific and methodological hypotheses.

3. Testing. Through this method, theoretical knowledge, skills and abilities of students are studied. Conducting Test questions makes it possible to draw generalized conclusions about the knowledge of the student and students, their acquired practical skills.

4. Distribution of questionnaires and question sheets. Through this method, the attitude, interests and



desires of the teacher and students towards science are studied.

5. Teaching methodical inheritance. Although the history of teaching the native language dates back to ancient times, the methodology of its teaching does not have a long history. Although in the works of such creators as Al-Khorezmi, Farabi, Ibn Sina, Beruni, Zamakhshari, Navoi, who lived and worked in the past, there are thoughts related to education and upbringing, and teaching, it is not the thoughts related to the teaching of the native language in what way. Al-Khorezmi's knowing by feeling it is partial knowledge, logical knowledge it is true, Abu Nasr Forobi's "knowledge, enlightenment, a well-educated, enlightened, mature, perfect person with good morality will reach. For this, education should be properly organized, managed and directed to certain goals by the teacher," the Uzbek language also serves as the main criterion in the teaching methodology. The principles of teaching the native language are as follows.

1. The principle of attention to the material of the language, the growth of speech organs, the correct development of speech skills. Ignoring the laws of speech, language, albeit a little, has a negative effect on the acquisition of practical speech activity. For example, if phonetic skills are not given enough attention, spelling literacy is undermined. This principle of Education requires ensuring that hearing and sight are instructive in language training and training the organs of speech (speaking, reading expressively, speaking inside).

2. The principle of understanding language meanings (lexical, grammatical, morphemic, syntactic meanings). Understanding a word, morpheme, word combination, sentence means determining the connection between certain events and phenomena in existence. The condition for following the principle of understanding the meanings of a language is the study of all aspects of the language, all disciplines related to the language (grammar, lexicon, phonetics, orthography, methodology), interconnected. For example, morphology can only be studied, mastered while relying on syntax. In the study of syntax, however, morphology is relied on, orthography relies on phonetics, grammar, word formation, etc. Morphemic analysis of the word helps to understand its meaning. All sides of the language are interconnected by one, and this must definitely be taken into account when teaching.

3. The principle of growing sensitivity to language. Language-a very complex phenomenon, without understanding its structure, a consistent system, although it is a little, it is impossible to keep it in mind, without assuming its laws, similarities. The child collects

language materials by talking, reading, hearing, assimilates his laws. As a result, a feature of language sensitivity (understanding of language phenomena) is formed in a person.

4. The principle of assessing the expressiveness of speech. This principle, in addition to understanding the task of literate writing, reporting of the means of speech culture without understanding the phenomena of language, provides for an understanding of its expressiveness (belonging to the style), the emotional coloring of not only the content, but also the units of speech and speech, other artistic and pictorial means of the language. To follow this principle, it is required, first of all, to use fiction, as well as other texts in which the methodological features of the language are clearly expressed. This will help to realize both the content of the text and its peculiarities.

5. The principle of mastering oral speech before written speech. This principle also affects the development of a person's speech and serves to structure the methodology of Language Teaching. The principles of methodology, like the principles of didactics, help to determine the purposeful activity of the teacher and the student, to choose a favorable direction in their joint work, serve as one of the elements of theoretical justification of the methodology as a science.

The methodology of teaching the native language is also among the Applied Sciences. Any practical conclusions should be convincing, at a high scientific level, that is, thorough and justified. The scientific level of methodology recommendations, theoretical confirmation of which is at a high level, also depends on the thoroughness of the verification methods. Verification methods are 2 Types: 1. Methods of theoretical verification. It is applied in the following cases:

a) when determining the methodological basis of a phenomenon, the study of other disciplines related to it, the justification of the hypothesis posed, the main direction of research;

b) study of the history of the issue, foreign school experiments and literature on the topic, analysis of experience, determination of unproven and unresolved places of the issue, comparison of the current situation with the previous experience, assessment of the current situation at the request of the present;

d) with the aim of studying the methods of verification of closely related sciences (psychology, linguistics, sociology), the experience of verification work of scientists, choosing convenient methods, creating its own new experimental methodology, preparing materials;



e) analysis and generalization of materials obtained by empirical experience, study of the work experience of teachers, analysis of the result of the experiment, in the formation of practical recommendations.

The scientific basis and content of the subject of the native language taught in schools is determined, first of all, by the science of the language. The correct organization and effectiveness of teaching the native language depends on whether the linguistic conclusions in the language are scientific and accurate. The methodology of teaching the native language and its progress cannot be imagined without linguistic science.

IN CONCLUSION, the methodology of teaching the native language also works in connection with the disciplines of pedagogy and psychology. Pedagogy is the science that determines the principles of Education. In the lessons of the native language, educational prints are also used. The didactics part of pedagogical science is the theoretical basis of the methodology of teaching the native language, the native language relies on all the principles of the didactics of teaching methods. It is necessary for the teacher to study the psychological abilities of his students, take them into account when explaining the materials of his native language. The teacher should be able to arouse interest in students in relation to his subject, to attract their attention, to apply ways to keep this material in mind. All these works show that the methodology of teaching the native language is associated with psychology.

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