



## THE ROLE OF INDEPENDENT AND INNOVATIVE EDUCATION IN LANGUAGE LEARNING

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### Abstract:

The most important and urgent task facing language education is to bring up a creative thinker, that is, a creative and independent thinker, which is necessary for our modernizing, developing and developing country. It is no exaggeration to say that the new pedagogical technologies, innovations, and new pedagogical methods that have been rapidly entering the education system in recent years have fundamentally changed the content of education. The era has come when a modern pedagogue should be a "director" rather than an "actor" in the course of the lesson.

**Keywords:** Educational field, traditional, new pedagogical technologies, innovations, cognitive approach, modern pedagogue.

Whether it is a traditional teaching system or innovative pedagogical technologies in the field of education, all these serve to educate students as mature and perfect individuals. It is no exaggeration to say that the new pedagogical technologies, innovations, and new pedagogical methods that have been rapidly entering the education system in recent years have fundamentally changed the content of education. A modern pedagogue should understand that he should not be an "actor" in the course of the lesson, but rather a "director". It will be necessary to interest students in science, to form in them the characteristics of inquisitiveness and, of course, to organize the lesson meaningfully using pedagogical technological methods. One of the urgent issues of the present time is to educate the young generation through the teaching of foreign languages in the spirit of love and loyalty to the Motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values. In reforming the education system of our republic, coordination with educational programs that conform to international standards based on foreign experiences became the basis for improving the higher pedagogical education system. The main goal of teaching the Uzbek language in the Russian groups of non-philological higher educational institutions is "to form students' communicative competence in the state language in the field of their specialty, to read and understand scientific articles and scientific works in their specialty", to express an opinion about them, to teach the ability to correctly translate the material necessary for coherence from Russian to Uzbek, or vice versa, from Uzbek to Russian. This allows the student to freely and independently use the Uzbek language within the scope of his profession."

Organization of the subject "Uzbek language" in Russian groups using the most advanced pedagogical technologies of education, in particular, modern methods aimed at the formation of scientific and theoretical thinking, and through this, the theoretical knowledge acquired by students on the grammatical rules of the Uzbek language it is intended to teach to apply knowledge.

Training sessions organized on the subject of "Uzbek language" are a means of controlling the theoretical knowledge acquired by Russian-speaking students on the grammatical structure of the Uzbek language. not only that, but at the same time, it is aimed at expanding students' language skills, applying language rules into practice, and forming the ability to freely and independently express their thoughts in Uzbek. In recent years, special attention has been paid to preserving our mother tongue, raising its status as a state language, encouraging its study on a global scale, and strengthening its promotion. These efforts give us the responsibility of increasing the effectiveness of teaching the Uzbek language in educational institutions in our country.

The most important and urgent task facing language education is to educate and bring up a creative thinker, that is, a creative and independent thinker, which is necessary for our modernizing, developing and developing country.

Creation of programs and textbooks based on new modern technologies that meet world standards of education is the demand of the times. From this point of view, the scientific interpretations of the construction of the current Uzbek literary language, as well as the system of lexical-grammatical relations, have been updated and are being developed. The market



economy, based on constant competition, needs active people who are quick, entrepreneurial, able to work according to the conditions, and able to rapidly update the means of achieving the goal. Therefore, the shift from the behaviorist approach to the cognitive approach in the education system in Western countries has become significant. In assessing human activity, cognitivism (eng. cognitive - educational, learned, mastered) differs from the behaviorist approach that dominated pedagogy and psychology until the 90s of the last century as follows:

a) in the behaviorist approach, human behavior is understood as a complex of unconscious reactions determined by the influence of the external environment;

b) in the cognitive approach, the superiority of consciousness - education-based competences and skills is recognized in these behaviors.

It can be seen that in the behaviorist approach, man and education are passive, while in the cognitive approach they are active. It is known that human activity is a prerequisite for living in today's age of advanced technologies. We know that in the USA and the West in the 70s of the 20th century, cognitivism immediately began to enter pedagogy and didactics. This flow combines with the verbal methods of education (that is, the student's desire to express his activity and identity in communicative dialogue), which was very popular at that time, and forms a conscious verbal-cognitive education direction. The famous pedagogue-methodologist D. Ozbel laid the foundation for this direction and emphasized that the leading method in the educational process is discovery. The essence of the discovery education method is that the learner discovers new material or creates something in the process of completing each task. Therefore, independent research takes the lead in the educational process.

Due to the fact that Shura pedagogy is aimed at training not a creative person, but a knowledgeable performer, the conscious verbal-cognitive method of education was not popularized in the educational system. Such pedagogical-psychological factors, methods and means of realizing the product of thinking in the educational process are many and colorful. We can list the following as the main ones:

- the student should not repeat the knowledge given to him in each lesson based on the requirements of the textbook, but should create new knowledge, skills and abilities, and discover something new for himself. It is the main factor of cognition;

- the student should not be a passive listener (copying, repeating, doing), but a seeker, a comparer, a discoverer. Therefore, every word, opinion, judgment, statement that

comes out of his mouth must be his own. Of course, this idea born from a student is not a universal discovery or a solution to a complicated problem, but it is not a mere repetition of the information given by the teacher. This method of education (verbal) serves to educate the student's independence, responsibility, self-awareness, creativity, and creative spirit. In this case, the relationship between the student and the audience takes the form of a live oral discussion, moreover, a debate;

- the guide given by the teacher to the learner should be structured in such a way that the content of the student's research and creativity is essentially in the same direction, but they should be diverse in form and content. Only then, every learner will have the opportunity to express his identity and scientific talent as freely as possible. The spirit of competition and debate prevails in the lesson.

- in the course of the lesson, the student searches, thinks, finds a problem, comes to a decision based on the teacher's instructions, and tries to justify, prove and defend his opinion. It is necessary that the organization of the training and the educational material should open up a wide opportunity for this, and should be suitable for the learner's young psychology and mental-physiological abilities.

The future and well-being of our planet depends on how our children grow up to be human beings. Our main task is to create the necessary conditions for young people to show their potential. (From the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd session of the UN General Assembly.)

It is gratifying that in recent years, effective research is being carried out on the creation and improvement of texts, tests, and independent works in textbooks, electronic educational literature. Increasing the quantity and quality of the questions and assignments needed for the oriental tests, resourcefulness competition, funny and clever competition that are reflected in our textbooks is the demand of the times.

Of course, the mature scientist of the field, prof. As B. Tokhliyev admitted, what does the science of Uzbek language teaching methodology tell the young generation from the Uzbek language? how much how? he should answer the questions that he should teach.

After all, as our president emphasized, to expand the scope of the Uzbek language, to create appropriate conditions for our compatriots of different nationalities living in our country to learn the state language, to teach the Uzbek language in our country and abroad. increasing the number of centers is one of the urgent tasks of today.

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