

TEXT AND METHODS OF LEARNING IT IN UZBEK LANGUAGE CLASSES

Azizbek Berdiyev Asatillayevich

Alisher Nava'i Tashkent State University of Uzbek Language and Literature

Tel: +998975535919, Email: azizbekberdiyev95@gmail.ru

Abstract

This article discusses the current tasks of the Uzbek language teaching methodology, which is organized on the basis of state educational standards. Information is provided on the wide variety of methods of working on the text in mother tongue education. In order to fill the identified gaps in students' knowledge, it is discussed about the wider implementation of the important and tested experience of writing the correct text of written works.

Keywords: text principles, create text, skill, approach.

Introduction

State educational standards of the tasks of independent thinking, correct and fluent expression of the product of thought verbally and in writing, ensuring communicative literacy in students in the mother tongue education system of general secondary schools in our republic organization on the basis of Uzbek language teaching methodology set urgent tasks. They are as follows: 1.Improving the content of the mother tongue in general secondary schools and vocational colleges, raising the educational exercises in textbooks to the level of linguistic and psychological tasks that create positive learning motives in the student. 2.Ensuring the priority of the student's wishes - aspirations, interests, independence in the process of choosing and performing linguistic and psychological educational tasks, problem tools. 3.Accustoming the student to regularly critically monitor the speech activity of himself and his friends, supporting his subjective-instinctive movement aimed at demonstrating his speech-intellectual ability. 4. To teach the student the skills of choosing words and phrases correctly in the process of oral and written speech, using them appropriately according to the speech situation, etc. The phenomenon of creating an independent text, which is discussed in the monograph, is also a product of human thinking, one of its means of influencing the minds of others. If the student's vocabulary is weak and the vocabulary is poor, there is no question of creating a prose text or an independent text. Our main goal is to teach the student to speak culture and to create a concise text, the most urgent task in front of us is to learn the language levels by connecting them, to strengthen the interdisciplinary connection in the mother tongue classes, by working on nested words. The aim is to increase the student's vocabulary, to enrich speech reserves with the help of proverbs, proverbs,

wise words, phrases and pictorial means. Familiar signs, grammatical links that connect the text and its grammatical features, components (introduction, main part and conclusion), sentences, clauses and MSB (complex syntactic unit) to the reader, ensuring stylistic fluency. (pronouns, introductory words and sentences, modal words) is to provide complete information, to form the skills of intensive application of them in educational practice. After all, "... a person who has a good vocabulary has a fluent language and a fluent speech." The main goal of mother tongue education in general secondary schools is to increase the level of communicative literacy of students, to direct them to independent and positive thinking, to teach them to express their thoughts correctly, fluently and appropriately. , one of the reliable factors of its implementation is the development of an effective text creation technology, its consistent introduction into educational practice, directing the student to research and discovery through problematic educational tasks, in the process of expanding the student's vocabulary. formation of speech activity, (interpretation of dictionary meanings of words) educational tasks that require recognition and selective use of words in expressing thoughts (speech and text creation), skills and abilities that improve speech culture arming with the system. Among these problems, the issue of creating an intensive universal technology of forming students' independent text creation skills, developing an accelerated, step-by-step system of text creation that serves this purpose and introducing it into school practice has a special place.

The most effective way to increase the student's vocabulary and enrich his speech reserve is to establish inter-level and inter-disciplinary communication (working on consonant words, lexical-semantic environment of a given word: with which words it is used, It consists of determining the amount of special characters, which word groups they are expressed by, determining the number, quality, status, action of their names, etc.). Therefore, the main factors of improving the student's speech skills are the formation of skills to express the product of thinking consistently, correctly, and fluently, and to create independent texts according to the requirements of the speech situation. In general, the full fulfillment of the requirements of DTS - the issue of ensuring the student's communicative literacy, requires the development of technology for the formation of independent text creation skills in mother tongue education and its regular improvement. For this, intensive practical application of acquired knowledge, skills and abilities, that is, the issue of creating an independent text, should become the main goal of every subject studied in native language classes. The logical continuation of text creation - working on the text, the level of language, logical and methodological formation of the text is studied, and the student's level of communicative literacy finds its solution in the process of determining the skill of text creation. Searching for new ways of expressing the mother tongue and applying it to the teaching process improves students' creative thinking, observing events, understanding, comparing, analyzing and synthesizing, choosing, grouping, and

creating, and inculcating national ideology, strong faith in them. serves to form the national outlook.

A full understanding of the meaning of various linguistic phenomena (words and phrases) and an effort to use it in private speech - choosing the appropriate one for the speech situation creates the basis for the formation and development of the skills of concise, clear and fluent expression of one's thoughts. In the student-teacher system, the mutual cooperation of the parties, subject-subject relations are activated, according to the requirements of DTS, the student should also work independently as an active subject of the educational process: search, observe, complete it is necessary to analyze, conclude and evaluate the work. Thus, the constant trust between the student and the teacher can stimulate the independent and creative thinking of the students, form and develop the skills of text creation. In order for the teacher to be able to effectively organize the scientific and practical activities of his students in the course of the lesson - to a pre-planned, specific goal - to direct the creation of an independent text, he should carefully study each lesson plan and the statement of the lesson topic, practical exercises in the textbook if it is enough, it is extremely useful to organize the lesson based on modern pedagogical technologies, if it is less, to select new, interesting examples of exercises and include them in the thematic plan as an additional exercise, to conduct the lesson in the spirit of mutual competition. The teacher should constantly encourage his students to tell their conclusions about what they have learned in the process of educational practice, creative suggestions and comments made by them in the spirit of inquisitiveness, their "I", talent, talent. to positively understand their attempts to demonstrate, to encourage such positive-exploratory actions, to create the necessary conditions and opportunities for them (monologue competitions (competition of the fun and clever club), examinations of various forms and contents (forming speaking skills) - contests, debates), if necessary, it is necessary to support the student personally. In this way, the teacher improves not only the student's knowledge, but also his own pedagogical skills: he does not rush to make judgments and conclusions about the student's personality, his speech level, approaches his task with a sense of responsibility, he learns to share his intellectual potential with the student, to cultivate the qualities of tolerance and perfect mentorship. Only such a positive and creative approach of the Uzbek language teacher to the personality of the student educates students' thirst for knowledge, inquisitiveness, desire to create new things, free and independent thinking, understanding of language phenomena considered very important and necessary for the student, it helps to create knowledge, skills and competencies for its practical use. The Uzbek language is the necessary material for covering the topic: the student's knowledge, observations, impressions, observations, comparisons and analogies, judgments and conclusions; - the plan of the written work, the main requirements for it; - narrow plan, wide plan; - writing the address; - consistency of content in covering the topic; the concept of "letterhead"; processing of written work text; use of words

that are similar, similar in meaning, similar in form, or have opposite meanings; - work on the style of the text (sentence construction), spelling and familiar signs; - transferring work to white; -work on bugs ect.

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