

Pedagogical Significance and Educational Aspects of Teaching Mother Tongue Science

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Abstract

Today's pedagogy, in focusing on the native language, requires responsibility for the educator. In each student it is necessary to teach that the writing technique is expressed through sound and clapping. In the process of pure language tone and spelling of each elat and nation, the responsibility of developing educational aspects of the participating reader is important.

Keywords: native language, education, knowledge, methodology, students, skills, phonetics, Foundation, capacity, importance, knowledge.

Introduction

Today, the attention and care given to the public education system is a huge responsibility for each educator. Raising each student as mentally mature, physically fit and manan potential, together with this, laying the foundation for the third rhonesans mustaahkam is presenting a great honor to today's educators.

The decree of the president of the Republic of Uzbekistan “on approval of the national program for the development of public education in 2022-2026” dated May 11, 2022 PF-134 defined the perfection of work in the field, we will not be mistaken. Including to the teachers of the native language, he also imposed a huge and, together with this, honorable responsibility

Mother tongue is the language of every nation, people, nation. The composition of the dictionary of the native language will consist mainly of words and concepts that represent the marriage, culture and traditions of the people belonging to this language. The development of the mother tongue is inextricably linked with the social development of each elat, people and nation[1,13].

The mother tongue is the spirit of the nation. Language is the embodiment of the state, property. Preservation, development of language means the rise of the nation. In the Constitution of the Republic of Uzbekistan, the status of the state language is legally strengthened. Thus, Uzbek became the symbol of the Holy state, which stands in the line of the flag, coat of arms, anthem of our independent state, protected by law[2,25].

The main goal of teaching native language science is to teach our young people to express their creative - independent, free and influential, meaningful and logical in written and oral forms, to consciously master the laws of the Uzbek language, and also to expand their circles of thought, to

educate in the spirit of love for our native land, rich spirituality left by our ancestors, our national traditions.

LITERATURE ANALYSIS AND METHODOLOGY:

In revealing the subject being studied, we can say that Q.Husanboeva's "Literature – a factor of spirituality and independent thought formation", V.Kadyrov's "method of teaching literature “is the” methodology of teaching the native language “of Karima Kasimova and others, Boqijan Tokhliyev's” expressive reading” U. We used it in such applications as Normatov's “dolzrb problems of native language teaching”.

This literature contained important information on the subject and served as an important factor in revealing the subject being studied. Also from internet publications [https://uz.wikipedia.org/wiki / Ona_til](https://uz.wikipedia.org/wiki/Ona_til), [https://kun.uz /uz / 35715601](https://kun.uz/uz/35715601) was also used effectively.

ANALYSIS AND RESULTS:

Although the importance of practical work in the school is properly evaluated by students, they find it difficult to use the theoretical knowledge of students in practice. Little use of grammar rules when performing written work. In fact, transcribing and practical exercises play an important role in order to improve spelling literacy.

From psychological studies, it turns out that spelling literacy is formed gradually. Even in the transition from practical to rule, the process of mastering is slow. It is initially discussed orally under the guidance of a teacher.

Gradually, students begin to think and meditate and realize. In all writing classes, it is possible to increase their spelling literacy by emphasizing the correct writing rules for students and doing practical work. In all native language classes, students are given time to repeat the previously mentioned lessons in order to improve their knowledge and skills.

Repetition helps to identify, take into account and, at the same time, consolidate knowledge. In general secondary schools, new knowledge is given at the same time as the repetition of the previous ones, and little by little in the process of repetition. Through repetition, students organize, strengthen their knowledge.[3,42]

Advanced experienced teachers prepare the ground for the topic that will be studied in the next lesson at the same time as strengthening the previous ones, mastering new knowledge when organizing classes. The present lesson is that the student, the listener, and the teacher should not remain speakers. Perhaps the teacher should become a director who will monitor the lesson and regulate it.

The teacher should organize the lesson in such a way that all the student will have an independent opinion on this topic, be able to say his opinion, if there is a drawback, be able to correct it based on the response of his comrades and the teacher. Depending on the character nature of the lesson, the lesson should be achieved in an interactive way. The use of tests and handouts in classes also gives a good result.

It is important to rely on the life experience of students when giving knowledge of the native language. The teacher relies on the life experience of children, their practice of speech, both at the stage of collecting evidential materials, for which generalization of a theoretical nature is

necessary, and in order to put the knowledge given into practice. As a result of the study of linguistic knowledge, the quality of speech activity of students changes, awareness increases.

Connecting language learning with life provides a basis for understanding the materiality of the world. With this, one of the main tasks of native language lessons at the same time, the issue of proper observation in students and the cultivation of the skills to clearly state their thoughts in oral and written form is solved. In this, the teacher is required to pay special attention to the formation of the dialectical thinking skill in students.

Dialectical thinking broadly defines the skill of seeing phenomena in development with the sum of their comprehensively existing signs, taking into account the dependence of phenomena on other phenomena and processes.

Such a quality of thinking gradually begins to take shape in students, and in turn, they occupy the skill of finding evidence in the process of observation, analyzing them and determining, comparing and generalizing the relationship of certain aspects of the phenomena studied. In the following years, the academic activities of students are becoming increasingly sought-after.

In the study of the language, it is the leader for students not to memorize certain rules and clarifications, but to purposefully analyze and synthesize the language material, which is obtained by the reader's own, "found" or ready-made from literary sources, based on observations of life around them.

Active participation in the process of identifying the existing signs of learned grammatical and word - making, lexical concepts, comparing the learned facts from a similar and different angle, as well as the creative application of the learned theoretical knowledge to various types of speech activity-all this creates the basis and prerequisites for the cultivation of dialectical thinking skills in students.

One of the important factors in this is the purposeful management of the mental activity of students by the teacher, the formation of general methods for solving orthographic, grammatical or lexical methodological tasks in them. In the process of learning the mother tongue, when solving the issue of forming the foundations of a scientific worldview in students, the material on which to teach the mother tongue at school has a special value.

The ideological orientation and artistic expressiveness of the material affect the thinking activity, feelings of students, expand their knowledge of the environment, educate their interest in the language and the people who created it, cultivate the level of general progress of students and influence the formation of their personal qualities, worldviews. In the following years, the requirements for the content of school native language textbooks and published manual material for teachers have increased a lot. The main criterion of the material is the enriching value of text and individual sentences, lexical-methodological accuracy, thematic diversity, connection with different aspects of life, ideological-thematic orientation of texts, compatibility with school-age students. [4,31] thus, the teacher's methodological approach to the formation of the foundations of a scientific worldview in school-age students in the process of learning a language, the social that students assimilate.

The formation of the foundations of a scientific worldview in students is a multifaceted process, which is solved in the entire system of educational work carried out at school and outside the school.

The system of language acquisition as a subject of study in the school is based on the mutual internal connections of all aspects of the language, namely phonetics, lexicon, word making and grammar (morphology and syntax). The versatility and complexity of the interconnection of all sides of a language, their dialectical unity, is manifested, first of all, in its function in the medium of communication.

Communication mediation is an important feature, the basis of the language. This task is performed by each part of the language in interaction with other parts. The sound form inherent in each word provides an opportunity for people to communicate. But the sound construction of a word does not live on its own, as the form does not fit into meaningless reason. Only the sum of sounds that convey a certain meaning, and not the sum of the desired sounds, can serve the purpose of communication.

It is known that the sum of sounds that convey meaning is a word. The vocabulary wealth, lexicon of language is a kind of building material that serves to express thought. The feature of each side of the language is manifested in the specificity of the language units in it. For phonetics, such a unit of language is a word from the point of view of speech sounds, phonemes; for lexicology, meaning and application; for grammar, word forms, as well as vocabulary and sentence; for word making, it is a word from the point of view of morpheme, structure and construction.[5,41]

Vocabulary, vocabulary and sentence have many features on the grammatical side. A word has its own morphemic construction, its own type of word-making, some grammatical category (person, number, possession, agreement, etc.), have a known syntactic function. Vocabulary also has word-change (more adverbial word-change) forms, such as a word. The sentence is qualitatively differentiated from the word according to its construction: the word itself is formed from morphemes that do not mean an independent meaning when it comes separately, while the parts that make up the sentence also convey an independent lexical meaning outside the sentence, while in the composition of the sentence its meaning is clarified again.

The sentence and vocabulary use a variety of structured vocabulary as "building material". For a sentence, a series of syntactic features is characteristic, as well as a completed tone. Thus, the consideration of the specificity of each aspect of the language itself emphasizes their relationship, the complexity of their transition to each other. The relationship between the Departments of linguistics is similarly complex.

RECOMMENDATIONS AND RECOMMENDATIONS:

During the study of the subject under study, we found it necessary to cite a number of suggestions and recommendations. When teaching native language science to students, it is necessary to improve the process of connecting directly with other subjects. Interdisciplinary communication in the course of the lesson serves to improve the effectiveness of Education.

When carrying out the education of the mother tii, the psychological and young personality of the students should be taken into account by the educator. It is advisable to use modern multimedia tools more widely

Wider use of pedagogical technologies, taking into account the capabilities and age characteristics of students. Development of large-scale cooperation with linguistic scientists, writers and poets. This is accompanied by increased enthusiasm, respect and, of course, interest in readers in relation to language, culture. Oynaijahon, issues such as the preparation of materials in the native language

and literary language were considered as important as possible, so that the manna in the means of Mass Communication did not make shallow materials available to the public.

CONCLUSION

In conclusion, the points presented determine the methodology for teaching schoolchildren the native language, taking into account the internal connection between the subjects.

1. Taking into account that all (lexical, phonetic, word-making, grammatical) aspects of language are interconnected and each of them has its own characteristics, it is necessary for students to master the features of each side of the language and the connection between them so that they can consciously master the language.

The system of learning the native language, taking into account the peculiarity of age, is drawn up taking into account the essence of phonetics, lexicology, word making and the interconnection of grammar. This case is taken into account both in determining the procedure for studying program materials and in determining the content of education (the inextricable connection between program departments).

The influence of all aspects of language on each other is manifested in its function as a weapon of communication. For the purpose of communication as the basic unit of language, it is necessary to correctly pronounce or write a word, to be equally understandable to all those who speak the same language, to be grammatically correctly structured in a sentence.

Taking this into account, in order for younger readers to understand the essence of the pronunciation of the language, graphic, lexical, word making and the interconnection of grammatical sides, the task of language communication is taken into account when studying the program material, that is, the joint use of all sides of the language in the process of communication with people.

To this end, in the study of the phonetic side of the language, great importance is placed on explaining the meaning and pronunciation of the word forming unity, the position of the sound in distinguishing the meaning of the word.

During the passage of the topic "word", the main emphasis is placed on a holistic understanding of the pronunciation, lexical meaning, morphological composition, grammatical signs, making, use and writing of a word by readers. In this, the teacher must achieve the understanding of both the word as a name and the influence of the morphemic composition and lexical meaning on each other.

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