

## **Methods of Teaching the Native Language in Higher Educational Institutions**

**Alavutdinova Nodira Ganievna,**

Senior teacher of NUUz, candidate of  
pedagogical sciences,

**Abdurakhmanova Mukaddas Tursunalievna,**

associate professor of NUUz, candidate of  
philological sciences.

**Annotation:** The methodology of teaching the native language in higher educational institutions is one of the main components of the main educational program. The program allows the inclusion of issues related to the regional component in the course of the methodology of the native language in higher educational institutions, as well as that new that is born in the methodological theory and practice in the process of improving the educational process in higher educational institutions, if this new does not contradict the main ones. the initial provisions of pedagogy and methods of teaching the native language.

**Key words:** native language, teaching methods, teaching materials, theory, practice, competence, linguistics.

**Relevance.** The aspect of language teaching assumes, firstly, the selection of educational material that should be included in the educational process and which ensures the achievement of its own specific goals of teaching the native language, and secondly, the determination of the sequence of the introduction of this material. Finally, the teaching aspect includes teaching techniques that are selectively suitable for a given teaching material.

**Target.** 1) to give the necessary theoretical and methodological training in the field of teaching the native language in higher educational institutions, which is an important condition for future fruitful pedagogical activity;

2) to prepare students for the successful passage of pedagogical practice in their native language in higher educational institutions as the next important stage in their pedagogical education, contributing to the consolidation of theoretical knowledge and the formation of professional skills.

**Tasks.** To equip future teachers of the native language with knowledge and skills in the field of teaching the subject, without which it is impossible for them to successfully solve the most important issues related to the theory and practice of teaching the mother tongue in higher educational institutions.

To acquaint students with the content of the native language course in higher educational institutions, to give a clear idea:

a) about the programs currently in force, educational and methodological kits (textbooks, teaching and methodological aids, didactic and visual materials, and so on);

b) on the main forms of educational activities, effective methods and techniques, as well as teaching aids used in higher educational institutions in classroom lessons, in extracurricular activities and in extracurricular work on the subject;

c) in a generalized form to acquaint the best representatives of methodological thought with the achievements in the field of methods of the native language; to characterize the main directions and problems of the modern methods of the native language.

### **The principles of selection, content and organization of educational material.**

The methodology of teaching the native language in higher educational institutions is an independent pedagogical science. A deep knowledge of the methodology is a necessary condition for the preparation of a teacher. A modern teacher must be well educated: master the norms of the literary language, know well the content and system of work in the native language in higher educational institutions, the educational possibilities of the subject "native language", master the theoretical foundations and principles of teaching the native language in higher educational institutions, know the basic methodological methods of educational work and be able to apply them, know the leading directions of development of methodology as a science, research of recent decades and problems awaiting their solution.

Competence - the ability to verbal communication and assimilation of the body of knowledge about the native language, formed in the learning process.

Linguistic (linguistic) competence is the assimilation of language units and the rules for their use as a condition for understanding and constructing an utterance (linguistic competence); knowledge about the language itself, its system (linguistic competence). Linguistic competence is the result of students' understanding of speech experience, includes mastering the basics of the science of their native language, information about language as a sign system and a social phenomenon, it involves mastering the conceptual base of the course, a certain set of concepts (units and categories of language: phoneme, grapheme, morpheme, phrase, sentence, sentence members, lexical and grammatical language units, and so on).

Linguistic competence - students' knowledge of words, their forms, syntactic structures, synonymous language means, their use in speech, mastering the wealth of language as a condition for successful speech activity.

Communicative competence is the ability and real readiness to communicate adequately to the goals, spheres and situations of communication, readiness for verbal interaction and mutual understanding; knowledge of the basic concepts of speech linguistics (styles, types of speech, structure of description, narration, reasoning, ways of connecting sentences in the text, and so on), skills and abilities of text analysis.

Knowledge of a language is general and systemic information about a language, its structure, functioning, about units of different levels of the language system, information about outstanding representatives of the language.

Knowledge about speech is information about speech activity, text as a product of speech activity, about styles and types of speech, speech genres, speech concepts.

To organize the learning process that realizes the unity, synthesis of knowledge and practical activity, the following is necessary:

1) the theory should be introduced in such a way that assimilation of the core of content and the orientation of students in the facts and phenomena of the language are ensured;

2) the student, completing assignments, must be aware of the need for knowledge, be able to use, own a method of action that is adequate to the assimilated theoretical material.

**Ways of the optimal balance of theory and practice in teaching a native language:**

- 1) ensuring that students understand the material under study when entering material and rules;
- 2) input of preliminary information, ensuring a more successful assimilation of the basic material by students; work with linguistic text;
- 3) development of orientation skills in the facts of the language, subject to theoretical comprehension;
- 4) generalization and systematization of the information received by students in visual forms (tables, diagrams, algorithms);
- 5) introduction of additional material into the educational process: reference, developmental, entertaining, and so on.

Speech disciplines - the connection of linguistic disciplines that study speech, with speech pragmatics, with the conditions of a speech act.

Speech concepts - concepts considered in speech disciplines.

**Aesthetic functions of the native language:**

- 1) the formation of students' understanding of the multifunctionality of a linguistic phenomenon as a grammatical, communicative and aesthetic phenomenon;
- 2) students' awareness of the aesthetic function of their native language;
- 3) active development in schoolchildren of a linguistic aesthetic feeling, the ability to assess the aesthetic value of an artistic expression, to explain the linguistic origins of its imagery and expressiveness;
- 4) the formation of students' need to improve their own speech, bringing it closer to aesthetic norms.

**System of non-traditional lessons:**

- 1) integrated lessons based on interdisciplinary connections;
- 2) lessons in the form of competitions (linguistic tournament, linguistic battle);
- 3) lessons based on the forms, methods, genres of work known in public practice (interview, reportage, linguistic research);
- 4) lessons based on non-traditional organization of educational material (lesson of wisdom, lesson-presentation);
- 5) lessons using fantasy (fairy tale lesson);
- 6) lessons with imitation of public forms of communication (press conference, auction, benefit performance, TV show)
- 7) lessons based on imitation of the activities of organizations and institutions (meeting of the academic council, debates in parliament);
- 8) lessons imitating social and cultural events (extramural excursion, travel lesson, living room, linguistic theater).

**Conclusion.**

The educational system of Uzbekistan, focused on a highly developed person, needs a radical transformation and qualitative improvement of the graduated personnel and specialists. The problem

of the development of the state (Uzbek) language is a priority direction of the language policy at the highest state level, which is enshrined in the Constitution of the country.

In Uzbekistan, knowledge of the native language contributes to the development of morality in society. Our state is consistently taking measures to create favorable conditions for the development of not only the state language, but also foreign languages, contributes to the solution of emerging problems in the field of bilingualism and multilingualism. The modern linguistic situation contributes to the provision of intercultural communication presupposes a positive and harmonious entry of the country into numerous international contacts. These contacts, among other things, determine the importance and expediency of teaching and learning the native language.

The factual data obtained in the course of the study allow us to give a number of recommendations for the development of speech activity and communicative competence of students in the process of introducing innovative intensive technologies for teaching the mother tongue in higher educational institutions of Uzbekistan:

1. In connection with the practical need of higher educational institutions in the implementation of the development of the communicative competence of students, it is necessary to further develop general and specific issues of the theory and practice of using innovative intensive technologies for teaching the mother tongue.

2. In order to qualitatively improve the entire formulation of teaching and educational work, it is extremely important to consistently and systematically introduce innovative intensive technologies of language teaching.

3. It is necessary to ensure the widespread use of innovative intensive technologies for teaching the Uzbek language in order to form, develop, improve productive speech activity, skills and abilities of analytical reading and critical thinking of students, which will increase the efficiency of the educational process and bring it in line with modern life requirements.

4. It is necessary to provide teachers with teaching and educational tools that allow to systematically and reasonably organize various forms and methods of teaching, especially in order to form speech activity and the holistic enrichment of students with innovative educational technologies.

5. Purposeful, consistent and continuous work of teachers is needed to develop the skills and abilities of productive speech activity, critical thinking of students by means of innovative intensive technologies.

6. The introduction of innovative intensive learning technologies within the framework of the humanities and disciplines in the specialty, aimed at instilling in students the quality of working as part of a team and the ability to select personnel to create a successful team in future professional activities.

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