

**METHODOLOGY OF TEACHING TURKISH LANGUAGE: MODERN APPROACHES
AND EFFECTIVE STRATEGIES**

Zilola Azimova

Teacher at the "International school of science, finance and technology" institute

Annotation: This article explores the methodology of teaching Turkish language, focusing on modern approaches and effective strategies. It delves into the key principles of communicative and integrative approaches, examining their application in the Turkish language classroom. The article also discusses specific strategies for enhancing language acquisition, emphasizing the importance of cultural immersion and utilizing technology.

Keywords: Turkish language, methodology, teaching, communicative approach, integrative approach, language acquisition, cultural immersion, technology, classroom strategies.

Turkish, a language spoken by millions worldwide, holds significant importance in various contexts. For individuals seeking to learn Turkish for academic, professional, or personal reasons, a well-structured and effective teaching methodology is crucial. This article examines the evolving landscape of Turkish language teaching, highlighting contemporary approaches and successful strategies for fostering language acquisition.

There are four competencies in language learning which are listening, speaking, reading and writing. The level of language acquisition is related to the formation of these skills. Failure to acquire one competency prevents the acquisition of others. It is wrong to say that I only know how to speak. That is, all these are closely related. Acquiring language competence is not enough, of course, to acquire theoretical knowledge. For this, it is necessary to strengthen the theoretical information with practical exercises and achieve the ability to apply it in everyday life. It is clear that a student who has studied grammar topics will not speak by himself. This result cannot be achieved even by memorizing words. Therefore, we should attach great importance to the quality of practical training, to the suitability of the chosen methods to the student's capabilities and interests.

Students can develop their writing skills with assignments such as writing essays on topics of interest, interviewing famous people they love, and writing interesting advertisements and announcements. It will be more interesting for students to do tasks like the above than to write answers to the given questions, as is the case in regular classes.

Students' creative work teaches them to think more and use language units than the questions and answers about the text given in the textbook. It is important that they look for words, phrases, necessary additions and express their thoughts in writing.

The fact that the Turkish and Uzbek languages are sister languages can sometimes be convenient for learners, but sometimes it can be confusing. There are many confusing words that exist in both languages but have different meanings, and great care should be taken to remember such units with their meanings. These similarities and differences must always be kept in mind to ensure that words are remembered and used in speech.

Word frequency study is especially used in the selection of words to be taught in the mother tongue and foreign languages, in the creation of dictionaries, and in the preparation of teaching materials (Go'chen, 2016). He emphasized the need to determine which words to teach to students who are just starting to read or to students who are beginning to learn a foreign language.

in what order the words should be given, and to determine the frequency of words. Language studies should be known when dealing with lexicography (2007, vol. 3, p. 20). When teaching vocabulary for foreign language learners of Turkish, defining words should be defined according to the goals and needs of language learners (Erol, 2014). Of course, we can analyze it on the basis of the grades collected using self-monitoring using the programs listed on the basis of distance education. Karaduz (2004) emphasized the importance of vocabulary frequency studies as follows:

1. It is important for research that is being conducted or will be conducted in language teaching.
2. Useful for dictionary creation and scanning and checking of written and spoken texts.
3. The analysis of literary texts provides information to examine the qualities of language and expression.
4. Provides resources for research in various scientific fields. Aksan (2007, Vol. 3, pp. 21-22), based on the results of J. E. Pierce's investigation, presented a frequency system in Turkish as follows: the distribution of proverbs, phrases and related words that are vocabulary items that reflect our culture. should be given according to the levels.
5. It is possible to increase the number and quality of story books used in teaching the Turkish language to foreigners. Storybooks can be written for different levels.
6. Research should not be limited to Turkish language textbooks for foreigners. It should be studied in terms of the presence of words in stories, films and various materials. The series of books prepared for teaching different languages can be studied in terms of vocabulary and these stories can be compared in terms of vocabulary. The development of technology has caused everything to be done on a computer, phone and tablet. This situation has also affected people's reading culture and has led to an increase in demand for digital content and e-books. Storybooks used in teaching Turkish as a foreign language can also be used as digital content. At the basic level, a person learns the language of communication. When examining the first 20 spoken and written words in the Turkish frequency system prepared by Pierce, "so, one, this, that, what, be, come, get, do, give" are common. This shows us that there are similarities between written expression and spoken expression, although the frequencies are different. It can be seen that words used in written and spoken language include prepositions, conjunctions, verbs, pronouns and determiners. In this study, Yunus Emre Institute A1 and A2 series of children's stories, story books were examined in terms of vocabulary items and word frequency. As a result of the analysis, the following conclusions were reached regarding the vocabulary and word frequency of the story books:

In terms of total word count: Basic level A1 storybooks were found to be richer than A2 level storybooks. When moving from level A1 to level A2, there is a decrease in the total number of words; There was an increase in words per article. When the first 20 words in the storybooks were compared according to Pierce's Turkish frequency system, it was found that the words used were similar in word type, unlike this system, the storybooks also used proper nouns. When examining the number of words in the storybooks and textbooks studied in the study, it appears that the number of words used in the storybooks is not small. This shows that storybooks support textbooks.

In the process of teaching the Turkish language, one of the important tasks is to develop students' written speech, to teach them how to express their thoughts clearly and concisely. Provision of

necessary conditions for students to express their thoughts, thoughts and views in a free and beautiful manner, giving them various assignments on various topics serves to fulfill this task. The use of pedagogical technologies aimed at the formation of writing skills in each session conducted with students is considered one of the most important steps in the preparation of specialists who can write freely in Turkish.

The use of written work forms such as composition, anı, demeç, öğü, gezi writing in Turkish language classes develops students' ability to compose texts in different styles. Before giving tasks of any form, it is necessary to explain the specific purpose and written terms of work to the students. Forms of written work are determined according to the level of students' knowledge. The students of the first stage are given a letter, a diary, a trip, the students of the second stage are given stories, pictures, character images, skits, explanations, and the students of the third stage are given written works in the form of discussions and essays.

Modern Approaches to Turkish Language Teaching

1. Communicative Approach. This approach emphasizes the development of practical communication skills. It focuses on real-life scenarios and authentic language use, promoting interaction and fluency. The communicative approach prioritizes student-centered learning, encouraging active participation and collaboration.

2. Integrative Approach. This approach recognizes the interconnectedness of language components. It integrates various aspects of language learning, such as grammar, vocabulary, pronunciation, and writing, into a holistic curriculum. The integrative approach aims to create a more engaging and meaningful learning experience.

There are so many effective strategies for Teaching Turkish Language.

Immersion and Exposure: Creating an immersive environment where students are consistently exposed to the Turkish language is vital. This can be achieved through activities like:

Language Exchange Programs: Facilitating interactions with native Turkish speakers.

Use of Authentic Materials: Incorporating real-world resources like news articles, songs, and films.

Cultural Immersion: Exploring Turkish culture through activities such as cooking classes, music workshops, and art exhibitions.

Technology Integration: Utilizing technology enhances learning experiences and provides access to a wealth of resources:

Language Learning Apps: Apps like Duolingo, Memrise, and Babbel offer interactive lessons and gamified learning.

Online Platforms: Websites and platforms provide digital dictionaries, grammar resources, and online exercises.

Virtual Reality and Augmented Reality: Immersive technologies can create realistic experiences for language practice.

Interactive Activities: Engaging students through interactive activities promotes active learning and collaboration:

Role-Playing: Simulating real-life conversations to practice language in context.

Group Projects: Collaborative projects that require students to research, write, and present in Turkish.

Games and Quizzes: Fun and interactive ways to reinforce vocabulary and grammar concepts.

Teacher Role: The role of the teacher is critical in providing guidance, motivation, and a supportive learning environment. Effective teachers:

Create a Positive Classroom Atmosphere: Promoting a safe and inclusive environment for language learning.

Provide Clear and Concise Instruction: Using clear explanations and examples to make learning accessible.

Offer Individualized Support: Addressing students' specific needs and learning styles.

Encourage Student Participation: Creating opportunities for students to engage actively in the learning process.

Turkish phonetics present unique challenges, requiring teachers to focus on correct pronunciation and listening skills. Turkish grammar structures differ significantly from many other languages, demanding focused attention on grammatical rules and syntax. Understanding Turkish culture is essential for effective language learning. Teachers should integrate cultural aspects to provide a deeper understanding of language use in context.

Conclusion

In conclusion, teaching Turkish language effectively requires a multifaceted approach that considers both modern teaching methodologies and effective strategies. The communicative and integrative approaches promote student-centered learning and encourage practical language use. By integrating technology, utilizing interactive activities, and fostering a culturally enriching environment, teachers can enhance student engagement and facilitate meaningful language acquisition.

References:

1. Atam Ruveida Ibrahimzhanovna TEACHING METHODS FOR THE TURKISH LANGUAGE: APPROACHES AND STRATEGIES FOR EFFECTIVE LEARNING // ELS. 2024. №сентябрь 4.
2. Mammadova Aytan Jeyhin Kizi Vizualisation as a method of learning Turkish language at the elementary level // Современные инновации. 2019. №4 (32).
3. Aksu, A. (2018). Teaching Turkish as a foreign language: A communicative approach. In Teaching Turkish as a Foreign Language: Theory and Practice (pp. 1-25). Springer.
4. S.Toshaliyeva..Turk tilini o'rgatishning ba'zi interfaol usullariga doir. Lingvist III.Ilmiy maqolalar to'plami. T,-"Akademnashr" 2012.
5. Azatovna, N. F. (2023). Robotics in Their Classes Technical Creativity in Development Used Methods Technology. Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599), 1(5), 81-84.
6. Qurbanbaevich, K. Z. (2023). SOME CHALLENGES AND SOLUTIONS OF MUSIC PEDAGOGY. Multidisciplinary Journal of Science and Technology, 3(6 (INTERNATIONAL SCIENTIFIC RESEARCHER)), 162-165.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805

eISSN :2394-6334 <https://www.ijmrd.in/index.php/imjrd> Volume 11, issue 11 (2024)

7. Djakaeva, K., Izetaeva, G., & Narbaeva, R. (2019). FUNCTIONAL OPTIONS 7 AND METHODS OF SOLVING OLYMPIC AND COMPETITIVE ISSUES. In INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY (pp. 60-67).
8. Gulbahar, I. (2020). Training based on modular technologies-as an integral part of innovative technologies in the educational process. Проблемы педагогики, (4(49)), 30-33