

**MODERN APPROACHES TO NATIVE LANGUAGE EDUCATION**

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**Annotation:** This article is about modern approaches to mother tongue education, which includes the general goal of education, the process of mother tongue education in the general secondary education system, the importance of an integrated approach and its advantages, within the scope of this subject. Competencies to be included in the content, comments on general didactic principles during the course of the lesson.

**Key words:** mother tongue, secondary education, approach, education, integration, education and upbringing, educational lesson , general didactic, educational , competence

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**Introduction.** The general purpose of education is to determine the goals and objectives of each academic discipline, which is expressed, in particular, for the purpose of mother tongue education, a vivid expression of our nationality: “the goal of mother tongue education in school consists in maturing a person who correctly and fluently exposes his opinion in oral and written ways, who has formed a reading culture,

The goal of mother tongue education is consistent with the general goal of Education, which juxtaposes its two requirements: to decide on the qualification of creative and independent thinking, and, as a result, to mature the learner as a mature person in every possible way. Therefore, the demand for the student to acquire the capabilities of his native language, as well as the formation as a harmonious person on this basis, puts a lot of tasks before the subject of this native language.

The method of education, content, educational tools should be aimed at a clear and thorough implementation of these enormous tasks. At this point, we need, first of all, to distinguish between the two aspects regarding the education of the native language and its outcome. These are

- to instill in the student in the process of native language education the skills of using the incomparable capabilities of the language, that is, being able to show a high degree of communicative-practical value of the language;

- regular study of the basics of linguistics in the process of education of the native language to the learner, literally, training a person who knows the laws and regulations of linguistics for society.

In my opinion, the goal of today's education is not to educate the student, but to ensure his education and well-being. The integrative approach provides for the accounting, reliance, integration of knowledge, skills, skills and experience gained from various disciplines, the doubling development of communicative, professional communicative, social competence in the native language.

**Literature analysis.** About this, work was carried out not only in foreign countries, but also on the territory of the Republic-miz. He has put forward several important points about modern approaches to native language teaching. Their scientific research in the field of education and innovations in teaching methodology are relevant not only for Uzbekistan, but also for the whole of Central Asia and neighboring regions. In Particular, Abdugafforov S. the mother tongue pioneered the competency (ability) approach to teaching. He emphasized learning students ' linguistic knowledge and skills as a whole system in Language Teaching. He believes that students should not only learn the language's grammatical rules, but also develop their communicative skills. In competency-based teaching, the student learns to apply language to real-

life situations. Or M. Abdurahmanova emphasizes the need to take a personal approach to teaching her native language. He states that it is necessary to consider students as individuals, to choose methods appropriate to their individual abilities and interests. Abdurahmanova also considers it necessary to integrate culture in teaching her native language, since her native language is not just something that is learned grammatically, but reflects the culture, traditions and values of one nation.

Integration is a Latin word meaning “inclusion”, “expansion”, “integrity”. In education, an integrative approach refers to the processes of interdisciplinary and their inter-educational communication, intimacy, that is, rounding. This view is clarified by the fact that mother tongue is a means of learning and teaching all subjects. That is, the mother tongue teacher must take into account that at each lesson the subject he is teaching, the subject of study is a means of communicating, absorbing all the subjects taught at the school to the learner, that is, the mother tongue is the language and means of Education. Integrative education (meaning interdisciplinary involvement in the educational system) has long been known for Uzbek pedagogy. In it, in essence, a philosophical view of the whole of the universe is relied on. In world science, too, the organization of the course process on the basis of integration is raised to the level of axiom that it can serve to expand the intellectual potential of the learner.

Indeed, interdisciplinary communication, moreover, the perception and meaning of the whole being as a holistic system, perception is an irrefutable feature of cognition. The organization of native language training on the basis of integrated education leads to the following results:

prevents the educational process from falling into the same mold and prevents students from declining interest in the lesson;

–requires educators to work on themselves and ensures that quality personnel remain in the education system; –forms and develops an association on the basis of being in the thinking of the educated;

- it gives rise to the skill in educators to logically associate the cause and effect of the desired reality, as well as to draw a correct conclusion from it;

- strengthens independence in educators, educates logical and creative thinking, puts it into the system;

- ensures that participants in the educational process are aware of innovative technologies;

- gives educators the opportunity to understand and signify the universe, the part in it in one whole way. Naturally, an integrative approach in education requires deep knowledge and high potential from US educators, teachers of Science, who are experts in the field.

Competence is derived from the English word competence, which means “competent”, “capable”. The competency approach implies that the skills, competence and abilities of each learner are taken into account in education. There are several universal principles for teaching native language science.

-The principle of harmony of education, upbringing and development in the teaching of the native language.

- The principle of Science and intelligibility in the teaching of the native language.

- The principle of systematicity and consistency in the teaching of the native language.

- The principle of the relationship of theory with practice in the teaching of the native language. -

The principle of awareness, activity and independence in the teaching of the native language.

- The principle of instruction in the teaching of the native language.

-The principle of taking into account the age and educational opportunities of children in the teaching of the native language.

While universal principles are relevant to all subjects taught at the school, it is derived from the inner nature of each subject, its own characteristics, and has a specific content. The principle of

harmony of education, upbringing and development in the teaching of the native language. Even more specifically, education and upbringing are one whole, inseparable. So, education, upbringing and development – a whole process.

The imposition of educational, educational and developmental goals in the lessons of the mother tongue is at the basis of the requirement of the principle of harmony of education, upbringing and development. The science of education and the principle of understanding for children are interconnected, didactic categories that dictate each other. While the principle of learning requires the statement of educational material established in the content of education on the basis of industry achievements, the principle of intelligibility of education for children requires the statement of educational materials in accordance with the age and psychological characteristics of children, their general progress and cognitive capabilities, as well as the living conditions and their level.

**Results and analyzes.** The specialty of primary education of Economics and pedagogy, located in Qarshi, witnessed the students of Stage II during the period of pedagogical practice activities in secondary secondary secondary secondary schools, that the logic of the educational process requires a view of these principles in interrelationship, according to which the educational material studied in each class from the native language differs from each other in volume and content:

The principle of systematicity and consistency in native language teaching. The desired reality, phenomenon or process will have a specific character of systematicity (systematicity). Including the native language education process. If the essence of any small system in the structure of this system changes, the system is broken. The expected result cannot be achieved. A fact that does not require proof that it is impossible to learn the grammar of a language without studying the phonetics of a native language in the process of education in Secondary Secondary Secondary Schools. Only a reader with sufficient mastery of phonetics and graphics will thoroughly master the lexicon. Once the lexicon is thoroughly studied, word categories become easier to learn. Therefore, the study of linguistic phenomena in mutual connection is considered the main tool that ensures its effectiveness. It is necessary that each specialist does not overlook the question of whether the knowledge that is currently given to the student through native language training is necessary for the child, for his future practical activities. After all, it is very-very necessary that the knowledge given in the educational process, especially in the general educational system, is determined by its practicality, pragmatic value. In addition to giving knowledge when it comes to knowledge, it is necessary to pay special attention to the formation of skills for obtaining knowledge in children, ways of acquiring knowledge – practical use of information banks such as dictionaries, qomus, encyclopedias, data sets, internet system. The effect of native language education should determine the degree of acquisition of native language opportunities and growth of independent thinking, and not the linguistic knowledge received by the student. Therefore, the fact that the topics prescribed in the curricula are only theoretically communicated to the student makes him exhausted, bored, and later quickly rises from memory. It is necessary that the student can use in practice every theoretical knowledge acquired in the course of the lesson, and the teacher can instill in the child the importance of the knowledge acquired by the student in one aspect of social life. In this, the teacher should be able to use various methods, forms, tools of teaching, or rather, have a rich methodological base.

The principle of awareness, activity and independence in the teaching of the native language. The sentence "knowledge is not mind yet" is very sermaino, and at the heart of it lies great wisdom. Native language education should serve to develop creative thinking in adolescents, to teach the correct and fluent statement of the product of creative thinking in written and oral forms. The most convenient way for this purpose is not to give students ready – made rules, but to

observe the rules, compare them, compare phenomena, mental generalizations, and determine the similarities and differences between them – motivating children to think consciously, think, seek, find and generalize-requires an educational method, that is, problem situations, logical exercises and assignments.

Naturally, independent research activities associated with the student's mastery of each new topic, and under the guidance of a teacher, are not limited only to verbal-cognitive education, that is, from phenomenon to Essence, from private to general: verbal-cognitivism provides the principle of awareness, activity and independence in the teaching of the native language as the basis of the

The principle of instruction in the teaching of the native language. Instruction is considered one of the most important aspects for native language education. The reason is that the nature of this subject of study, the realization of the essence of abstract concepts, requires more specificity. Through vision, the reader acquires a clear picture of the expression of something, phenomenon, concepts in language. The subject understands the essence faster. In our people, it is not for nothing that the saying is: "a good one who has heard a face " is said. The instructional materials that can be used in the native language education process are numerous and varied. Instructional material is also an important source of information. Because the reader can receive the same information from the textbook, the reader's statement, the media, as well as from the instructional material. The use of instructional materials in the process of native language education saves time for both the teacher and the student. As Confucius said: "If you say, I forget, if you show, I remember, I realize and do not do it myself.

The educational process is effective only if the real educational opportunity of adolescents is taken into account in the lessons of the mother tongue. It can be active if the language material complies with the student's competence. Therefore, the teacher must determine the individual ability (competence, competence) of each student and take it into account in the educational process. It is known that the level of assimilation of students, the level of knowledge, interest and competence, the ability to work independently differ from each other. A student with a high level of mastery, who can think creatively, can write an essay when he needs to write an essay based on a picture, adding Not only what he sees in the picture, but also his own life impressions. A reader with an empty level of mastery and ability to think, whose language sensitivity is not at the level of demand, cannot fully state in the same essay even what he sees in the picture.

**Recommendation and conclusion.** Therefore, students have different learning opportunities, which is impossible without affecting their cognitive activity. The academic capacity of students has a number of internal and external foundations. The internal foundations of the educational opportunity can include such as the level of formation of speech skills in students, the ability to think and remember, knowledge of thinking methods and be able to properly employ it in the necessary places, the availability of quick reading and writing skills, the attitude to the study of language materials. External factors include the content of mother tongue education, the language environment of students (the educational opportunities of Uzbek-speaking students both at home and at school differ from the educational opportunities of students who can speak different languages), the unified spelling and speech requirement imposed on them, the speech of the teacher, the material technical support of the school. Strict adherence to the principle of taking into account the age and personal characteristics of students and real educational opportunities in native language lessons has the following advantages: the opportunity arises to coordinate the educational assignments chosen by the teacher to the level of student mastery. The teacher uses textbooks and additional educational materials based on the educational opportunity; determining the educational opportunity allows you to correctly determine the form, methods and methods of teaching the native language, choose the type of lesson that is appropriate for the purpose;



knowing the educational opportunity gives the opportunity to use differentiated education (“according to the strength of everyone, at the level of Because it is impossible to stratify training assignments without knowing the educational capabilities of each student. A task suitable for a child's educational opportunity, on the other hand, enhances his interest in performing it, builds confidence in knowledge, creates conditions for all students in the class to complete the task at almost the same time; taking into account the possibility of training provides conditions for the upbringing and development of a child in mother tongue lessons. The task that corresponds to the possibility brings up personal-mental characteristics: willpower, ability, memory, creative imagination. Organizing native language classes within the capabilities of students ensures that they make the most of their strength.

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