

**APPROACHES TO THE IMPLEMENTATION OF LINGUODIDACTIC TRAINING OF
THE TEACHER OF NATIVE LANGUAGE SCIENCE**

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Annotation: This article is about approaches to implementation of linguo-didactic training of native language teachers, and the approaches that should be used in the training of native language teachers, as well as the content and essence of these approaches, are described in detail.

Key words: approach, discourse, axiological (worldview) approach, linguodidactic, constructive, discourse, variation, anthropocentric approach, creative approach, integrative approach, integration, problem situation, cognitive approach, cognitive psychology, linguistic principle.

Introduction. The educational process is the most important factor that shapes and enriches the level of knowledge, spirituality of the learners, determines their abilities, and special attention should be paid to its occurrence. Educational effectiveness is ensured by the suitability of educational content for the main goals and objectives, its scientific justification, consistency, connection with life, as well as the choice of methods, forms and a set of tools suitable for educational content. Living in the 21st century, we prepare students by following the culture of their use with modern technologies. Topical issues regarding the improvement of the assessment of the quality of education on a global scale can be cited. In particular, it is said that the 4th objective of the United Nations Sustainable Development Goals aims to shift towards the quality of education from providing access to education for all in the period up to 2030.

Literature analysis. Accordingly, a linguistic analysis of scientific literature from a didactic point of view was carried out in order to determine the leading linguodidactic approaches to the training of teachers of the native language. Below we will consider the leading approaches to the implementation of linguodidactic training of teachers.

The axiological (worldview) approach is based on the idea of forming a view of language and human personality as the main meanings for the development of a valued attitude towards the teaching profession in learners. The axiological approach to the implementation of linguodidactic training of native language teachers is developing in different directions. The axiological approach to the implementation of linguodidactic training is seen by its developers as constructive and promising, based on the formation of positive vocational motivation of learners, the development of cognitive, professionally significant and research activities of learners, as well as the provision of professional culture of graduates [238, 227-b]. The solution of such problems is seen in the methodological discourse, in its correlation with school practice in the broad sense of its variability and problematic nature. Having served as a support for acquaintance with these new technologies, the main focus in such a discourse is on its valuable potential in the development of personality. Methodological training of native language teachers based on an axiological approach - allows in its creative search to prepare an independent specialist-a knowledgeable person, a person rooted in national culture and capable of cultural and creative activity [238, 235-236 b]. The creative approach is also based on the development of value orientations and significance in the process of carrying out linguodidactic training of teachers in the subject of the future mother tongue.

In linguistic preparation, the anthropocentric approach is directly related to the assimilation of Teachers ' Training in the subject of the future mother tongue into the concepts of "personality Language", "linguistic landscape of the world", "individual linguistic landscape of the world" and

the acquisition of methods for the formation of linguistic personality, methods of communicative and moral education of the personality of schoolchildren.

The ideas of the anthropocentric approach coincide with the basic ideas of the creative approach, which also centers on an educator who has mastered all the components of systematic education (universal or Universal, Universal and professional, or experience of special linguistic knowledge, skills and creative activity), is under the influence of language and is formed as a holistic person, realized from the professional position of.

An integrative approach in the implementation of linguistic training of a native language teacher is psychological-pedagogical in the training of native language teachers ("Anatomy, Physiology and hygiene", "pedagogy", "Psychology", "fundamentals of Defectology" Sciences and their satellite selection Sciences and modules), linguistic ("introduction to linguistics", "language theory", "language history", "methodology for teaching native language" and selection Sciences and modules that allow you to expand knowledge and skills) and linguistic ("introduction to native language methodology", "the methodology of teaching the native language" and related to the subjects of choice and modules) implies the interdisciplinary integration of the organizers. "The true Methodist is always also a good linguist at the same time" [765, 9-b]. Integration can be not only at the level of content, but also at the level of activity: as a result of educational and research activities of students.

Results and analyzes. Higher education institutions (OTs) are important at the level of integration and comparison of school concepts, definitions, rules and, on this basis, obtaining new knowledge. Such work will help students better understand new things that they need to know about the native language, its systemativeness and normality, and at the same time repeat the relevant information on the school course of the native language. The integrative approach also provides for a rational combination of the implementation of theoretical-practical linguodidactic training, the mutual enrichment of traditional and innovative technologies, the harmonization of the emotional aspects and creativity of students in teaching.

The ideas of the integrative approach are in harmony with the theory of the creative approach, since the ability of students to analyze words - to attract knowledge, skills and experience from other disciplines in the development of linguodidactic thinking based on the creative approach, to reflect at a new stage his professional linguistic and methodological understanding on the experience of the student as a in a creative approach, a combination of intellectual and emotional potential occurs.

The cognitive approach in the preparation of future teachers of the subject of the mother tongue is based on the principles of cognitive psychology, pedagogy and Linguistics. It implies awareness at all stages of education, taking into account the various cognitive methods of students, that is, the educator and students mutually take into account the methods of cognition and understanding of each other, the relationship between all participants in the educational process is built on the idea of cooperation.

The creative approach to the development of linguistic thinking of future native language teachers is based on taking into account the mental experience of students, the formation of cognitive schemes in them.

The ability of students to analyze words - cultural studies in linguodidactic preparation (in other terminology – linguistics) approach is associated with creating conditions for the development of the professional culture of behavior and communication in training.

It should be noted that the approaches mentioned in all pedagogical dictionaries and encyclopedias have different natures, for example, differentiated, individual, personal approaches are used in the process of education and upbringing; psychotherapeutic, socio-psychological

approaches – in the work of psychologists; qualimetric, social, sociological approaches – in the process of studying social phenomena.

Recommendation and conclusion. Thus, among the approaches used by most educators, the following are distinguished: active, differentiated, individual, innovative, integrative, competency, complex, creative and creative-oriented, cultural and culturological, personal and personality-oriented, systematic, creative.

To visual “supports” (images, schemes, tables, models, etc.), which compactly give the main content of linguodidactic information.) processing not only allows you to remember information well, but also helps to establish systematic connections between data blocks. The appropriation of educational material of a methodological nature can be increased by inviting students to supplement the schemes, graphic compositions, tables and other graphic tools they apply with their own examples, notes, thoughts and reflections. In the process of re-encoding linguodidactic data, students are forced to use creativity. The ideas of the verbal-graphic approach with certain modifications are consistent with the methods we provide for the formation of the linguistic thinking of future Language teachers on the basis of the creative approach.

Thus, the ideas of the task approach are in harmony with the creative approach to the development of the linguistic thinking of future teachers. Our analyses have shown that the creative approach has a lot in common with modern approaches and ideas, with a different interpretation of different meanings in terms of developing creativity, incorporating ideas from most modern approaches.

Thus, the creative approach can be considered as a multifaceted approach that fundamentally combines different elements of different approaches in a new quality.

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