

**TOPIC CONSISTENCY AND APPLICATION OF INTERGFAOL METHODS IN UZBEK
TEXTBOOKS OF SECONDARY SCHOOLS**

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SUMMARY: This article is devoted to highlighting the achievements and shortcomings of Uzbek language textbooks and using of interactive methods in the teaching process.

Keywords: Textbook, integration, language education, literacy, interactive methods

REZYUME: Ushbu maqola O'zbek tili darsliklaridagi yutuq va kamchiliklarni yoritishga hamda interfaol metodlarning dars jarayoniga tatbiq qilinishiga bag'ishlandi.

РЕЗЮМЕ: Данная статья посвящена освещению достоинств и недостатков учебников узбекского языка и применению интерактивных методов в учебном процессе.

Today the upbringing of the younger generation as a person with a harmonious, independent opinion, a place in society has risen to the level of Public Policy. A number of reforms are carried out, creating the necessary conditions for young people to gain knowledge at the level of the demand of the Times. In particular, the emphasis on teaching the state language became more intense. But the work carried out cannot be considered devoid of flaws. We can also see this on the example of the current 6th grade Uzbek language textbook. Education in Uzbekistan (excluding Uzbek) is conducted in six languages. The Uzbek language (state language) textbook, created for six other-language schools, is the same. That is, students in the Russian, Karakalpak, Kazakh, Turkmen, Kyrgyz, Tajik classes use a general textbook. After all, with the fact that Turkic languages are close to each other, Russian is fundamentally different from them. Therefore, whichever language representatives are taught Uzbek, what they come from their native language and learn easily, which topics are difficult to learn, much more progress is made in education if attention is paid to these aspects. Let us dwell on the rule given in the textbook of the 6th grade Uzbek language about the pronouns of marking and summing. "Marking and summing pronouns also take possession and agreement suffixes and perform various tasks in the sentence. For example: everyone has a desire. May everyone in the world live happily and happily". The fulfillment of various tasks by the words used in the sentence is studied in the syntax section. Topics about the syntax section were covered in the 9th grade. A sentence that is still unknown and incomprehensible to the reader is cited due to the lack of adherence to continuity between linguistic departments. Since the pronoun can alternate in place of other word categories, the noun can also bring possessive and participle suffixes, such as the word category to describe the rule in style it would be somewhat easier for the reader to understand, and thematic integration would also be provided by mentioning grammatical categories specific to the noun phrase category, in our opinion. The use of color images will not only interest the reader, but also ensure the assimilation of New-new information and their further deepness in memory.

Assignments, exercises are compiled to strengthen the acquired new grammatical knowledge, as well as in connection with some event-event associated with life, and with the assumption that the

reader should be able to express an independent opinion on this event-event. Our educators, on the other hand, are using interesting and effective interactive techniques and techniques from each other as part of a new topic statement or as part of a task request to the House. We will also show a few of them below. Puzzle i.e. the [pazl] method. Using this method as part of the task request to the House will be more effective. First of all, the students of the class are divided into small groups. For each group, papers in A4 format are prepared in advance. These papers may contain images of historical figures, fairy-tale characters, or animals. The pictures are scraped as if they were pazl slices. On the back of each piece will be written an assignment and questions on the topics covered. One contestant from the groups would exit and select the [pazl] piece and either complete the assignment or answer the question. If the answer given is correct, the [pazl] piece is won. If incorrect, it is left in place. In this way, the condition is continued until the [pazl] pieces are finished. At the end, the pieces are combined to form a finished picture, and the winning group is determined. This method encourages students to work both individually and collectively. It also sets the stage for the kangling of their circle of thought, ensuring that the new subject is preserved in memory. This kind of game assignments can be created by the teachers themselves based on the subject, in a form that helps to grow the speech of students, to cultivate their oral and written literacy.

In place of the conclusion, we can say that the development of Uzbek General-Education school textbooks at the level of world standards, taking into account what students know from their native language, compatible with that language and different aspects, further increases the effectiveness of the lesson. Our dictionaries for foreign language classes are also finger-dated. It would also be advisable to distinguish the most effective from the intended purpose of our lesson in the use of interactive methods, and then put them into practice.

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