

Mushtariy Tojiboyeva

4 th year student of Navoi State Pedagogical Institute, Faculty of uzbek Language and Literature

THE PLACE AND SIGNIFICANCE OF APPLYING METHODS AND METHODS IN MOTHER LANGUAGE TEACHING METHODOLOGY

ABSTRACT: This article contains thoughts and opinions on the methods and methods that should be used in mother tongue classes. It is distinguished by the use of various methods and methods in the teaching of students - young people in mother tongue classes with good results. In addition, the organization of mother tongue classes based on effective results is also considered important as the level of knowledge is based on organic competence and excellence. In the mother tongue classes, the interest of the students and providing them with exemplary knowledge is also very important. It can be said that the aims and objectives of the science of mother tongue teaching methods are aimed at providing high-quality and qualified education to students.

KEY WORDS: Analytical-synthetic method, speech development method, traditional lessons, modern lesson system.

АННОТАЦИЯ: В данной статье собраны мысли и мнения о методах и приемах, которые следует использовать на занятиях родным языком. Его отличает использование различных приемов и приемов в обучении студентов – молодежи на занятиях родного языка с хорошими результатами. Кроме того, организация занятий родным языком, основанная на эффективных результатах, также считается важной, поскольку уровень знаний основан на органической компетентности и превосходстве. На занятиях родным языком также очень важна заинтересованность учащихся и предоставление им образцовых знаний. Можно сказать, что цели и задачи науки о методике преподавания родного языка направлены на предоставление учащимся качественного и качественного образования.

КЛЮЧЕВЫЕ СЛОВА: Аналитико-синтетический метод, метод развития речи, традиционные уроки, современная система уроков.

Today, it is of great importance to express the rules of the topic given in the mother tongue classes in a state of preservation of expressiveness even with the nationwide political or social information on the topic. Accordingly, it is no coincidence that the concepts of method and method are also used as useful expressions in students' learning. It should not be forgotten that, while maintaining the organic unity and proportionality of the field of pedagogy, the use of alternative units that are available and used in a specific way and norms in a certain generalization of methods is distinguished by its good effect. "Analytic-synthetic (sound-content) sound method was founded by K. D. Ushinsky. This method has been improved to date. Therefore, the traditional principles of the analytical-synthetic sound method and in the process of formation and organization are as follows:

1. Analytical-synthetic sound method in literacy training has an educational and educational character for the purpose of personality formation, provides mental growth through speech exercises, requires conscious reading.
2. The analytical-synthetic sound method is divided into the following two periods from the organizational point of view:
 - a) preparatory period before the alphabet;
 - b) alphabet period.

In this case, teaching to write is conducted in parallel with teaching to read.

3. Analytical-synthetic sound method focuses on the following from a psycholinguistic point of view:

a) Literacy teaching is based on the lively speech of my child, the speech skills they have acquired".[1] In fact, the method of teaching the mother tongue is integrated and practical in the role of teaching technologies, which are implemented together with methods, and in most effective cases, it is carried out on the basis of the exemplary principle. Today, along with the development of the attention given to the field of education, as a result of the special molding of the methods and techniques related to the field of the native language, it is being implemented in the form of notation. Regarding the importance of using modern technologies in teaching the mother tongue, it is also understood that the use of methods such as intelligence map, fsmu, one minute also brings good efficiency. It should not be forgotten that the combination of the traditional teaching system and the modern educational system in terms of mother tongue teaching will also have a good effect. For example: within the framework of the skills of using modern educational technologies, the use of methods that are typical or specific for mother tongue lessons is also understood by the laws of its language system. In general, the methods used in mother tongue classes can be divided into the following types:

- for primary classes;
- for middle classes;
- for upper classes;
- for higher education students.

"Methodology of speech development. This section has a special place in primary classes. First of all, children understand language and speech as a subject of study, they begin to understand not only what they want and what is interesting, but also the need to think about necessary things and events and make a planned speech. They master written speech, which differs from oral speech not only in its graphic form, but also in its lexicon, syntactic and morphological form. The methodology should enrich children's speech, and ensure the development of syntactic and connected speech. It should be mentioned that connected speech is studied as a separate department in schools, it is formed in connection with other departments of linguistics.

Methodological and scientific foundations of the science of mother tongue teaching methods. The methodological basis of the mother tongue teaching methodology is the theory of knowledge of existence. The main task of this subject is to ensure that students fully master the vocabulary of the Uzbek language".[2] In fact, the mother tongue is at the core of teaching methodology One of them is to connect these students with the technology of speech development, so that students will be able to speak freely and comfortably in their mother tongue. Also, applied methods are distinguished by being specific or directed to some goal according to the nature of their expression. For example: the methods used by the majority of elementary school students are not based on mastering the subject, but on the contrary, it is appropriate to use them in order to increase the level of spelling literacy. It can be considered that the reason for this is the fact that it is carried out in relation to the ability of learners to distinguish between words. The role and method of using methods and methods in the methodology of teaching the mother tongue has not lost its importance. "The method of teaching the mother tongue in primary grades is the first stage of the method of teaching the mother tongue in upper grades, and it teaches the students of the primary grade practically (accordingly) the issues it examines. At the same time, there are specific features of the native language teaching methodology in primary classes. Teaching the mother tongue in primary grades includes not only grammar, spelling, and related speech development methods, but also methods of reading and writing in the classroom and outside the classroom. Based on this, the science of mother tongue teaching methodology in primary grades performs the following tasks: a) the content, size



and existing system of the native language course in primary grades, that is defining and justifying the program "winter, grammar, spelling, speech development, etc.)".[3]

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