METHODOLOGY FOR ORGANIZING MOTHER TONGUE EDUCATION SESSIONS BASED ON INTENSIVE TECHNOLOGY

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Annotation: This article presents a scientifically grounded methodology for organizing mother tongue instruction based on intensive educational technologies. The study analyzes key issues such as the continuity of education, the competency-based approach, humanistic principles, and the development of communicative, linguistic, and pragmatic competencies. It is demonstrated that the use of innovative and integrative technologies in mother tongue lessons enhances learners' independent thinking, communicative activity, creativity, and self-development skills. Furthermore, the effectiveness of methods such as testing, handouts, creative text production, and graphic organizers is examined as significant tools for fostering students' speech, linguistic, and pragmatic competencies. The study emphasizes the importance of visual aids, technical tools, humanistic task design, and the inclusion of the rich heritage of great thinkers to enrich the content of mother tongue education. The findings highlight that a systematic approach to language instruction, text-based activities, effective communicative strategies, and the understanding of the artistic potential of language are essential for strengthening learners' national identity and achieving oral and written communicative competence.

Key words: Mother tongue education; intensive technology; competency-based approach; communicative competence; linguistic competence; pragmatic competence; humanism; graphic organizer; creative text; testing method; handouts; innovative technology; integrative approach; visual aids; educational effectiveness; speech development; national values; didactic tools.

Introduction. Based on the principles of continuity, coherence, and learner-centeredness in the education system of the Republic of Uzbekistan, key competencies such as communicative competence, self-development competence, information-processing competence, socially active civic competence, as well as general cultural and national competencies are developed in accordance with learners' age characteristics. In learning the mother tongue, students are required to acquire both speech (communicative) and linguistic competencies.

Fulfilling the requirements set out in the State Educational Standards first and foremost demands knowledge of the competency levels defined for each stage of education, as well as an understanding of the educational content aimed at developing these competencies in learners. Research by Uzbek scholars on the competency-based approach in mother tongue education—particularly the works of well-known linguists A. Nurmonov and G. Ziyodullayeva—elaborates on various views related to the development of students' language competence.

Linguist Sh. Safarov, emphasizing that communication situations constantly change within broad social contexts, that simple pragmatic structures grow increasingly complex, and that the semantic layer of pragmatics continuously expands, arrives at the conclusion that "linguistic analysis should begin with pragmatics."

Main Part. Linguist U. Rahimov, in his article, notes that communicative interaction and linguistic competence continue to develop under the influence of social relationships, and he highlights several factors that contribute to the growth of learners' competence.

Information and communication technology serves as a means of expanding knowledge and capabilities and is considered an important driver of progress. Although Uzbekistan rose to the

492

8th position in the 2019 International ICT Development Index, there is still substantial work to be done.

Today, numerous scientific studies around the world focus on increasing the effectiveness and quality of education by integrating pedagogical methods and applying a comprehensive approach to the integration of teaching processes.

Professor Q. Yo'ldoshev writes, "Cooperative pedagogy is aimed at developing democratic qualities in every individual. Unbroken freedom and an untarnished sense of dignity allow creativity to flourish in a person's activities and thoughts. In such a system, genuine human relations are established between teacher and learner, and their efficiency increases several times over."

Implementing innovative technologies in the educational process—especially in mother tongue education—first requires the humanization of pedagogical interactions. In recent years, increased attention has been paid to teaching the mother tongue in connection with other subjects. This is certainly not without reason, for the mother tongue at this stage serves as the foundation and key for mastering all other subjects effectively.

Lessons organized using an integrative approach yield quick and meaningful results. Without democratizing and humanizing the educational process, it is impossible to achieve the expected outcomes regardless of the technology applied. In our view, mother tongue lessons based on intensive technologies and aimed at improving learners' pragmatic competence follow the structure shown below.

Discussion. In lessons organized on the basis of innovative educational technologies, opportunities for fostering humanistic values within the teacher–student collaborative learning process increase significantly. In such lessons, special attention must be given to placing generalized, systematized tasks and questions infused with humanistic ideas at the center of instruction. The formation of the future mother tongue teacher's personality is facilitated by creating a socially and psychologically favorable environment that encourages self-development through respect and recognition. Respect toward the learner fosters a sense of self-confidence, while life-oriented, humanistic lessons help learners express their opinions freely.

Deep mastery of the national language is one of the fundamental aspects of education and upbringing. Therefore, in the process of teaching the mother tongue—the foundation of all subjects—it is important not to limit instruction to the information provided in the curriculum and textbooks. Instead, theoretical concepts and definitions should be reinforced with practical examples related to the lives and works of our great thinkers.

Considering the role of the mother tongue as a subject that strengthens and enriches students' understanding of social life, it is advisable to more broadly incorporate the rich heritage of our great ancestors into the newly developed mother tongue curricula and textbooks.

The competency requirements of the State Educational Standards for the mother tongue also emphasize important norms such as developing learners' physical, spiritual, psychological, intellectual, and creative self-development skills; acquiring the ability to evaluate their own knowledge and behavior; making independent decisions; and expressing their ideas correctly and fluently using the possibilities of the language.

Creative competence, along with speech and linguistic knowledge and skills, is closely connected with pragmatic competence, which is formed through interrelated abilities and habits. Pragmatic competence refers to the ability to act appropriately and effectively in various communication situations. Pragmatics is interpreted as a real communicative context in which linguistic means are selected to solve communicative tasks. Pragmatic competence requires communicators to respect the norms of communication, taking into account factors such as the nationality, social status, age, and gender of the interlocutors.

According to V. N. Komissarov, three types of pragmatic relations play a role in speech communication: the source of information, the pragmatic meaning conveyed by a linguistic unit, and the communicator's pragmatic attitude toward the information.

The mother tongue is a national value and forms the foundation of national identity. Having the highest respect and reverence for it constitutes the basis of national and general cultural competence. A person's ability to understand literature and art is also closely related to their capacity to feel the richness, power, and beauty of the mother tongue—an idea no one would deny.

Results. In the process of teaching the mother tongue, technical tools play an important role in the use of visual aids. The development of science and technology since the second half of the 20th century has enabled the use of increasingly complex devices in education. Whereas in the late 20th century tools such as tape recorders, radios, and televisions were considered essential educational aids, today they have largely been replaced by video projectors, epidiascopes, computers, projectors, and interactive whiteboards. Since visual aids are significant didactic tools, they should be given special attention. Because they have both educational and upbringing value, teachers bear great responsibility in using them effectively.

The "Test" Method. Testing entered Uzbekistan's education system widely beginning in 1992 and has since demonstrated numerous benefits. In mother tongue education, the test method is effective both for revising recently covered topics and for assessing students' knowledge.

The "Handout Distribution" Method. Handouts are highly effective in practical and seminar sessions. Experience shows that depending on the situation, even in lecture settings this method can be beneficial. In connection with humanistic upbringing, working with handouts is also a productive tool for fostering pragmatic competence.

The "Creative Text Construction" method. One of the theoretical and practical issues of teaching the state language is producing coherent and meaningful texts and analyzing them. According to methodologist T. Ziyodova, "When organizing students' work on texts, the teacher should not limit themselves to the textbook alone; rather, they should make effective use of selected materials from scientific and literary works, periodicals, and audio-video sources—all of which increase the productivity and engagement of the lesson."

Creative text-writing activities can be used to instill humanistic ideas in learners. For this purpose, students may be given tasks such as continuing a given text or composing their own creative passages to help them develop the ability to express their ideas freely, logically, persuasively, and accurately.

The "Graphic Organizer" method. Graphic organizers help learners remember words, their meanings, and contexts because they provide visual representation. For example, in the topic **"Lexicology"**, students may be asked to choose the correct word from parentheses and rewrite proverbs accurately.
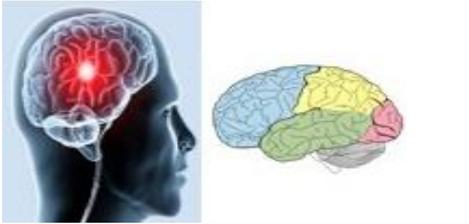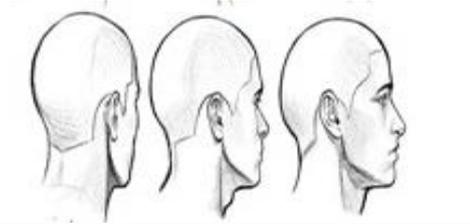
Example: (Qo'li, mushti, bilagi) zo'r birni yiqar, bilimi zo'r – mingni.

In this exercise, the student must select the appropriate word from the options in parentheses. They may then be asked to provide other examples containing the word "qo'l," describe its meaning, or explain its use in sentences.

Hand	
Definition. The part or limb of a person extending from the fingertips to the shoulder.	**Usage in sentences:** strong hands; to stretch one's hand forward; to raise both hands up. He can't even scratch his head.

494

Depicted in the picture:	

Knowledge is the lamp of the (mind, head, intellect). When completing this task, the "Categorization" graphic organizer is used, since it is not possible to visually depict abstract nouns.

Brain	Head	Intellect
A division of the nervous system in humans and some animals; in humans, it represents the capacity for thinking.	The part of the body above the neck; the skull. In anatomy, the word "head" may be used together with the word "brain."	A word that is synonymous with insight, perception, memory, and consciousness.
However, stylistically, it does not correspond to the proverb mentioned above at all.	It does not stylistically correspond to the proverb mentioned above.	Stylistically, it is also appropriate. Knowledge is the lamp of the mind.
		This word cannot be depicted in a picture.

The graphic organizers demonstrated during the lesson attracted students' attention throughout our experiments. In the process of correctly naming the images depicted, asking questions about the words, categorizing them, and analyzing them, students' speech and linguistic competencies gradually develop.

Using a "basket of sincere wishes" to assess and encourage students has also proven to be effective.

There are teaching methods that are both ancient and modern, and at the same time highly effective. Among them is the question–answer method (also referred to as "brainstorming," and due to its rapid nature, sometimes called a "quick-response survey").

Conclusion. Today, in educational institutions, raising mother tongue teaching to a new level—one based on systematic language learning—increasing orthographic and stylistic literacy, developing students' speech, linguistic, and pragmatic competencies, and ensuring both oral and written communicative competence on this basis have become pressing tasks.

The full realization of the nature and potential of language occurs through literary texts. Studying the cognitive activity involved in text creation also helps to further reveal the thinking patterns characteristic of the Uzbek national mentality.

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