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**DESIGNING THE ORGANIZATION OF INITIAL CONTROL IN TEACHING THE
UZBEK LANGUAGE**

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Abstract: The purpose of our article is to conduct a scientific and theoretical study of the issue of designing the first lesson in teaching the Uzbek language according to the purpose of initial control. It includes study of literature, pedagogical observation, interview, study of students, pedagogical experience, descriptive graphic results and comparative methods were used. In the article, the experience of using digital technologies in the organization of initial control of the Uzbek language in the first lesson in Higher educational institutions of Uzbekistan and universities of Turkey, the experiences of using digital resources and online platforms suitable for teaching foreign languages in the process of teaching the Uzbek language, the experiences of students in this adaptation to the process and the results of training were presented.

Key words: Uzbek language, Uzbek language education, control, initial control, digital technologies, online platform, assignment, speaking, writing, listening comprehension.

Introduction.

At the global level, scientific research is being conducted in priority areas such as language education and multilingualism; the integration of language and culture in education; language teaching in multicultural environments; migration and language education; digitalization and language education; artificial intelligence and language education; professional orientation of language education; lifelong learning and andragogy; the improvement of linguodidactic principles under conditions of diversification in language teaching; the introduction of innovative technologies into the process of developing students' linguistic, communicative, and transdisciplinary competences; diversification of language teaching methods; and the digital transformation of traditional educational tools. Among these areas, the issue of teaching cognate (related) languages holds particular significance.

Research Object and Methods.

The aim of the article is to conduct a scientific and theoretical study of designing the initial lesson as a form of diagnostic (preliminary) assessment in teaching Uzbek in groups of cognate-language learners, and to develop practical recommendations on the use of online platforms. The experience of applying digital technologies in organizing diagnostic assessment during the first Uzbek language lesson at higher education institutions in Uzbekistan and universities in Turkey

is analyzed. The study presents digital resources and online platforms adapted for foreign language teaching, practices of their use in teaching Uzbek, students' adaptation to this process, and the learning outcomes achieved.

The scientific novelty of the research lies in the selection, adaptation, and development of digital technologies recommended for organizing the initial lesson as a diagnostic assessment in Uzbek language teaching, as well as in facilitating data processing and analysis of the results. The theoretical significance of the research is determined by the proposal of a collaborative learning activity model for the successful implementation of diagnostic assessment, and by identifying and substantiating the possibilities of using online platforms.

The study employed theoretical methods (literature review and comparative analysis), diagnostic methods (pedagogical observation, interviews, discussions, and analysis of students' learning outcomes on online platforms), prognostic methods (pedagogical experimentation and expert evaluation), as well as methods of data processing, graphical representation of results, and comparative analysis.

Analysis of Relevant Literature.

Extensive experience has been accumulated worldwide in the scientific study of integrating digital technologies into the theory and methodology of language education. In particular, the effectiveness of using educational software in teaching Turkish has been identified, and it has been proposed that modern teachers, by opening the “door of technology,” should be able to demonstrate the diversity of analyzing, processing, and presenting information through Web 2.0 technologies (Marmara University, Turkey). It has been substantiated that in the 21st century language learning is not based on grammatical drills or memorization; rather, technologies that facilitate communication through e-learning, grounded in individualized and learner-centered approaches, contribute to the development of language and cultural skills worldwide (University of Calgary, Canada). By comparing various gadgets entering the educational sphere, the advantages of mobile devices and the перспективе directions of mobile learning have been justified (Institute of Educational Technology, United Kingdom). Analyses have been presented on the advancement of modern information technologies within a digitalized educational environment, the digitalization of language teaching through distance and blended learning formats, and the design and development of electronic learning materials (Lomonosov Moscow State University, Russian Federation). Problems and trends of digital transformation in the education system have been outlined (State Research Institute of National Development, Russian Federation). Educational content based on electronic products incorporating electronic dictionaries, phrasebooks, and glossaries of national and cultural vocabulary of the Uzbek language has been proposed (Uzbekistan State World Languages University, Republic of Uzbekistan) [18, 21, 17, 19, 20, 22].

Issues related to students' independent learning, assessment of learning outcomes, and electronic and digital educational technologies have been analyzed in the works of M. V. Bakanova, Yu. V. Korolkova, T. V. Sidorenko, T. S. Makarova, E. B. Novikova, and N. A. Prokhorova [16, 4, 7, 12, 8, 9, 10]. The scientific-theoretical and practical aspects of organizing independent learning in higher education institutions of the republic have been examined in studies by M. Akhmedova, A. Rakhmonov, and L. Sh. Shasaidova [3, 11, 13], yielding specific research outcomes.

Discussion, Results Obtained, and Their Analysis. Within the framework of the credit–module system, each higher education institution develops its own procedures for assessing and

monitoring students' learning outcomes. In cognate-language groups, Uzbek is taught mainly through practical classes, alongside planned independent study. A. N. Shchukin notes that assessment serves to determine learners' level of language proficiency over a specific period of study, constitutes an integral part of the lesson, and evaluates the extent to which the studied material has been mastered and can be applied for practical purposes [14]. According to the regulations, learning outcomes are assessed through current, interim, and final forms of assessment. Although lecture classes are not предусмотрены for the Uzbek language course, interim assessment is still conducted, which must necessarily be specified in the course syllabus.

In teaching Uzbek at higher education institutions, it is also recommended to conduct an initial (diagnostic) assessment, as established in methodological practice. Why is initial assessment necessary, and what is evaluated in it? This form of assessment is required to determine the learner's readiness to study the language. It identifies personal psychological qualities essential for successful language acquisition, such as memory, attention, interests, general level of development, and learning predispositions.

In higher education, the first Uzbek language lesson is usually connected with the homeland and its current development. This lesson provides an opportunity to organize initial assessment. Unlike other forms of assessment, where students are informed in advance about the timing and content of контроль questions, the fact that an initial assessment is being conducted is not announced. This approach contributes to the effectiveness of both the lesson itself and the overall learning process throughout the semester [1].

For the first lesson on the topic "Homeland and Patriotism," instructional materials were prepared to assess students' comprehension (listening and reading) and production (speaking and writing) skills, and, using the functionalities of the platform, were designed as an initial assessment.

Based on the project, the initial assessment in the lesson was conducted using multiple methods, including problem-based questions, brainstorming, discussion, text analysis, question-and-answer activities, vocabulary work, video-text analysis, debates, and responses to test questions. These methods made it possible to identify the current state of students' cognitive abilities and their capacity for independent

Analysis of the students' responses showed that most of them were familiar with this proverb and were able to understand its meaning.



Figure 3. Assessing the Development of Students' Writing Skills on the Quizizz Platform

Excluding technical errors in the responses, it was observed that students made efforts to follow spelling rules and to explain the notions of ota yurti (father's homeland), tog'a yurti (maternal uncle's homeland), and qayin yurti (in-laws' homeland) in their own words.

During the lesson, spelling errors were обязательно addressed: by reviewing vowel spelling and the spelling of stems and suffixes, the correct forms of misspelled words such as qayn and tug'ulgan were written on the board and demonstrated as qayin and tug'ilgan.

Table 1.

Comparison of the Formal and Semantic Aspects of Words in Cognate Languages

O'zbek tili	Qoraqalpoq tili	Qozoq tili	Turkman tili	Turk tili
Vatan	Watan	Отан, Туған жер	Watan	Vatan
vatanparvarlik	watansúyiwshilik	Отанды сүйгіштік	watançylyk	vatanseverlik, vatanperverlik
Vatanparvar, patriot	Watansúyiwshi, patriot	патриот болу	watançy	vatansever, vatanperver

Task 2.

The meanings of the words vatan (homeland), vatan qilmoq (to make a place one's homeland), vatanparvarlik (patriotism), and vatanparvar (patriot) were studied using a dictionary and translated into the students' native languages.

At the lower level, previously studied material was revised through comparing Uzbek sounds and letters with those of the students' native languages, analyzing vowels, identifying similarities and differences in phonetic word forms and semantic aspects, and determining synonyms of words. Special attention was paid to features related to the use of stems and suffixes.

Task 3.

Students were assigned to interpret the meaning of the following lines by Alisher Navoi, which have become aphoristic:

A seed entered the soil and became a flower,

A worm gave up its life and became silk.

Do you lack the determination of a tulip seed?!

Do you lack the dedication of a silkworm?!

— Alisher Navoi

Through a question-and-answer approach, students first responded to Questions 1, 2, and 3 as well as to the teacher's guiding questions, analyzed the poetic text, and concluded that one should live by the idea not of "What has the homeland given me?" but rather "What have I given to my homeland?"

Which functional style does the text belong to?

What title could be given to the text? Why?

Explain how the idea of this text relates to your future professional activity.

Give synonyms of the word tuxm (seed).

Find words derived from the root himmat (dedication).



Modullar	1 - modul
1. Vatan va vatanparvarlik. (Patriotizm, vatanparvarlik, vatanparvar)	1 - mashq
2. Til bilgan el biladi (Tilning aqoli)	2 - mashq
3. Milliy qadriyatlar va madaniyat. (Qadriyatlar, madaniyat, milliyat)	3 - mashq
4. Tarix ibratlari. (Ibratlar, tarix, ibrat)	4 - mashq
5. Ziyorat va turizm. Muzeylar. (Ziyorat, turizm, muzeylar)	5 - mashq
6. To'liq va to'liqsiz. (To'liq, to'liqsiz, to'liqsizlik)	6 - mashq
7. Inson, tabiat, ilohiyot. (Inson, tabiat, ilohiyot)	7 - mashq
8. Nutq adobi. (Nutq adobi, adabiyot)	8 - mashq
9. Grammatik asosiy vositalar. (Grammatika, vositalar)	9 - mashq
10. Kitob mutolasi. (Kitob mutolasi, mutolasi)	10 - mashq
11. Men sevgan asar. (Men sevgan asar)	

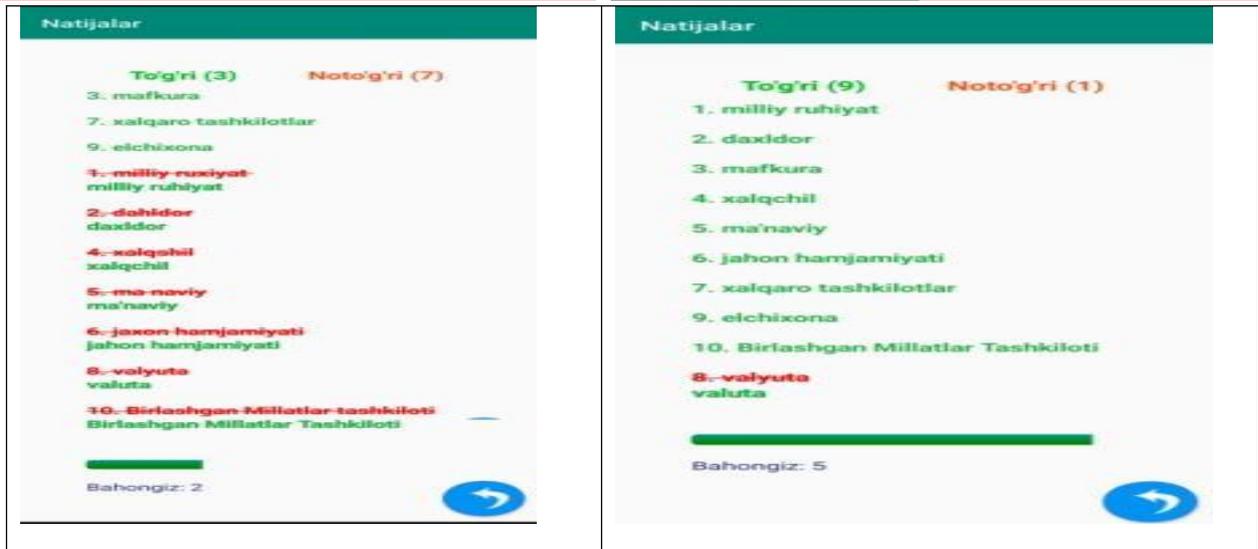


Figure 4. Automatic Assessment of Writing Skills via the “Savodxon” Mobile Application

Using the Savodxon mobile app, students practiced inferring the meanings of words in the text. They explained the lexical meanings of *tuxm* (seed, egg) and *himmat* (dedication, effort) in their own words. The teacher summarized the responses and directed students to consult the Explanatory Dictionary of the Uzbek Language [2] and the Morpheme Dictionary of the Uzbek Language [5].

Students concluded that the word *tuxm* as used by Alisher Navoi appears in their native languages with slight phonetic variations—*tuqim* (Karakalpak), *туқым* (Kazakh), *tohum* (Turkish and Turkmen)—and carries the same lexical meaning as *urug* (seed) in Uzbek. They also noted that in the 15th century, the word was used consistently in Turkic languages with the same form and meaning. Students provided examples of proverbs containing this word and even engaged in a discussion. Guided by the teacher, they observed that proverbs such as “*Qawin tuqim bir tuqim*” (Karakalpak) and “*Қауын туқым бір туқым*” (Kazakh) correspond in some Uzbek dialects to “*Qovun tuxum bir tuxum.*”

Through question-and-answer activities and interactive vocabulary dictation in the Savodxon app, students’ linguistic competencies were assessed.

During the lesson, a clip from the film *Vatan* was shown to emphasize the importance of loving one’s homeland as one loves one’s mother, conveying that the homeland, like a mother, cannot be “tasted” or exploited selfishly. The 2-minute and 22-second video was watched twice. Based on their comprehension, students answered seven multiple-choice test questions, selecting the correct answers from the given options (see Figure 5).

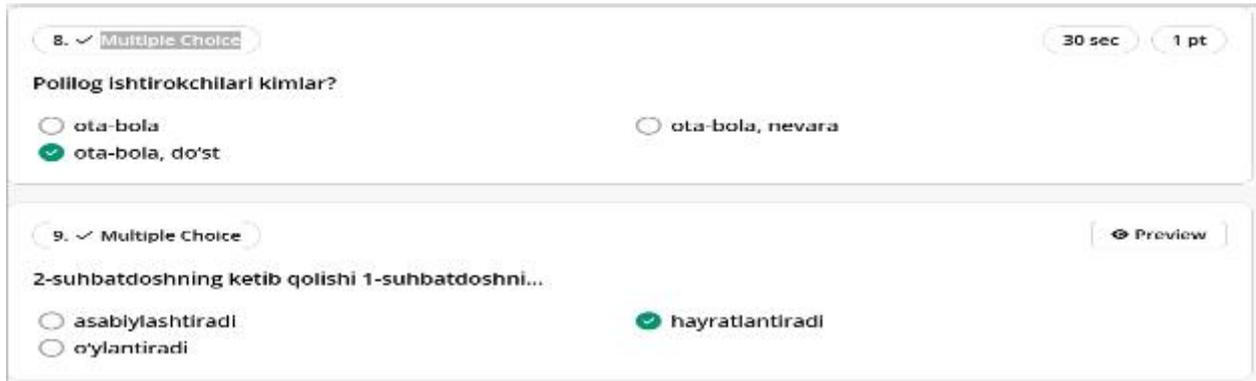


Figure 5. Test Questions for Listening Comprehension in the Initial Assessment

Question 8 was designed to preliminarily assess students' speaking skills. Students completed the task, which asked, "What emotions did the conversation evoke in you? What would you compare the homeland to? Turn on your microphone and describe it in your own words," within a two-minute timeframe (see Figure 6).

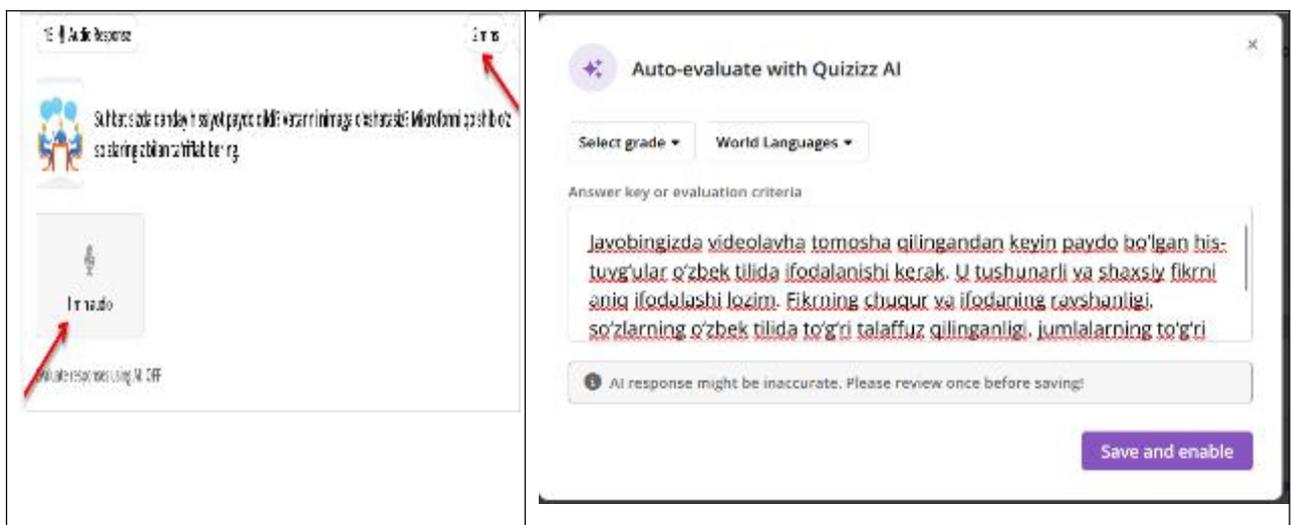


Figure 6. Task for Assessing Speaking Skills in the Initial Assessment

The following criteria were established for evaluation: students' responses should express the emotions evoked after watching the video in Uzbek. The response must be clear and reflect the student's personal opinion. Assessment focused on the depth of thought, clarity of expression, correct pronunciation of words in Uzbek, and proper sentence construction.

The platform allows sending audio feedback messages to students' electronic addresses. In this lesson, we used feedback such as "We are glad to hear your thoughts!" and a rating scale: "Very Unsatisfactory – Satisfactory – Good – Very Good."

Additionally, riddles related to the concept of the homeland were incorporated into the lesson.

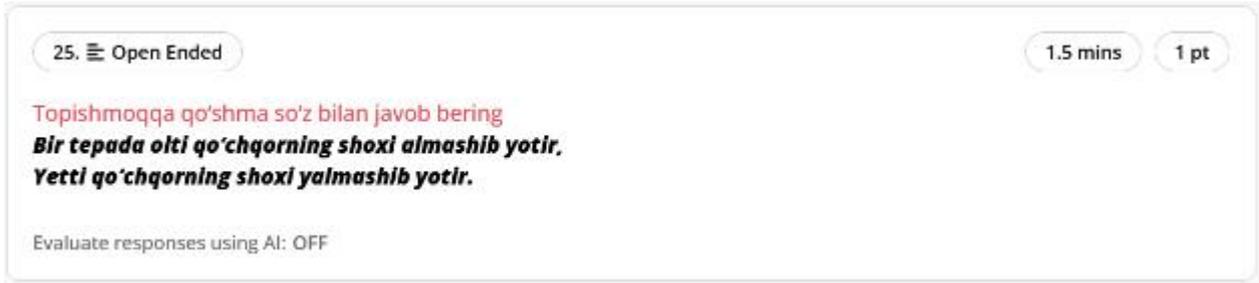


Figure 7. Task for Assessing Linguocultural and Linguistic Competences in the Initial Assessment

Alternating the work methods in this way helped prevent students from becoming bored or fatigued, brought a lively mood to the lesson, and at the same time allowed for the initial assessment to be conducted effectively.

This test aimed to focus students' attention, develop their ability to infer the meanings of words, analyze underlying meanings in sentences, generalize information, and realize that even seemingly simple tasks require figurative thinking. Therefore, students were presented with a previously unfamiliar riddle. It should be noted that initially, students perceived the riddle as a task or game intended for younger children and showed some indifference. Actively participating students suggested several possible answers, and the fact that not all answers were accepted by the teacher encouraged engagement from other students as well. Specialists emphasize that "providing the riddle's answer directly by the teacher is a reproductive activity that does not foster learners' thinking or stimulate interest" [6].

In lessons using riddles, it is necessary to guide students toward careful observation, attentiveness, quick thinking, ingenuity, and logical reasoning, reflecting the educational purpose of the riddle as a genre. Importantly, students should be prevented from using their phones to find answers online.

Considering the linguocultural aspect of riddles and their role in developing linguocultural competences, it is advisable to use riddles reflecting commonalities in the lifestyle of Turkic peoples in cognate-language groups, and to select metaphorical riddles suitable for students' age. After announcing the riddle's solution, a brief discussion on the connection between the riddle and the concept of homeland facilitates the next task.

One significant feature of the Quizizz.com platform is Draw, a template that allows expressing thoughts through drawings and illustrations. Its use in Uzbek language lessons proved effective. For example, the otuv (yurt, traditional dwelling) was presented as a metaphor for the homeland, and the question "What would you compare the homeland to?" was posed, emphasizing that the homeland begins at one's doorstep.

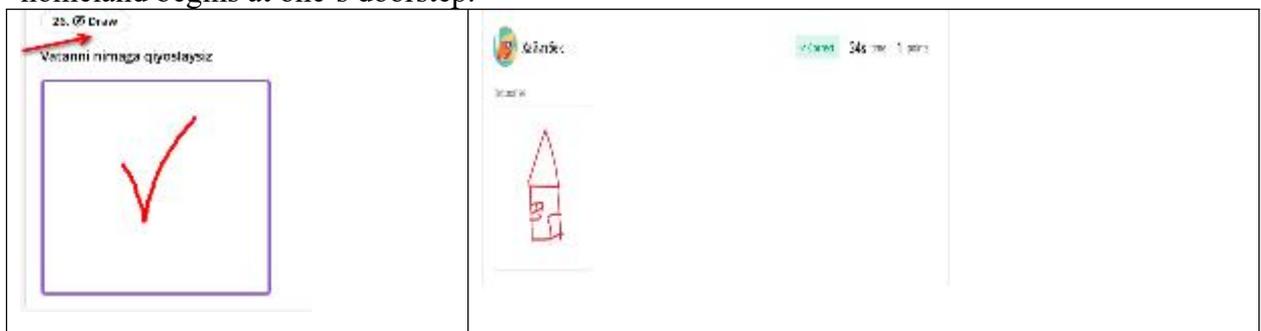


Figure 8. Task for Assessing Logical Thinking and Speaking Skills in the Initial Assessment

Although most students drew a depiction of a house, responses also included illustrations of the sun, mother, nature, roads leading to the village, and other elements, as well as writing words such as “ona” (mother) and “uy” (house) directly on the drawings.

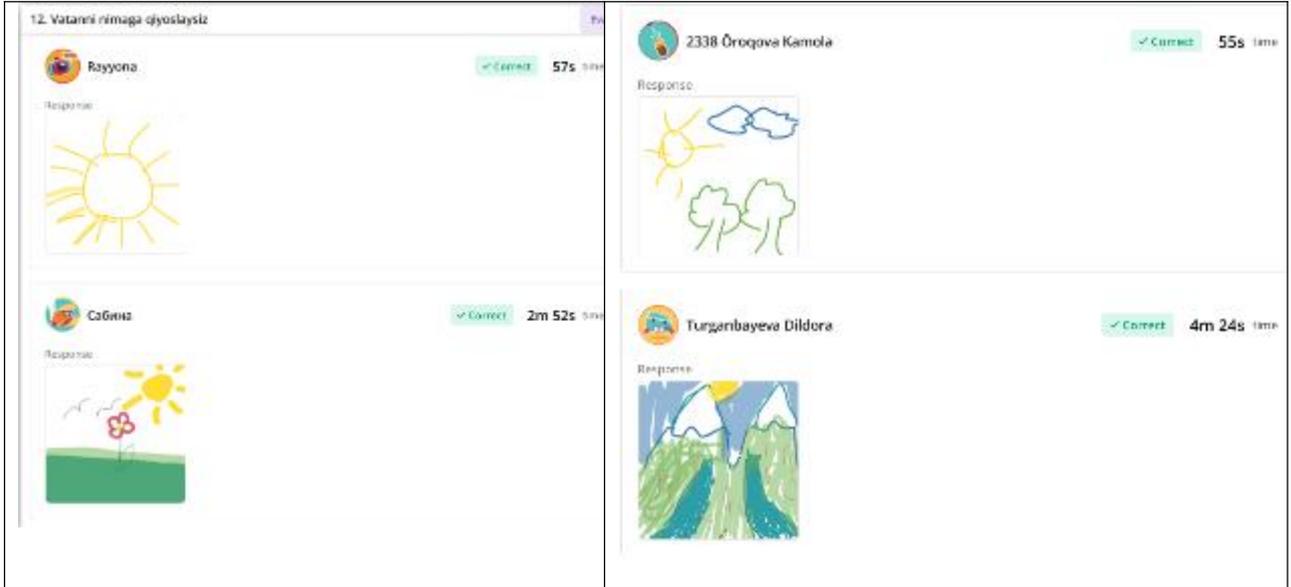


Figure 9. Task for Assessing Logical Thinking and Speaking Skills in the Initial Assessment

Students explained in their own words why they chose to draw that particular depiction.

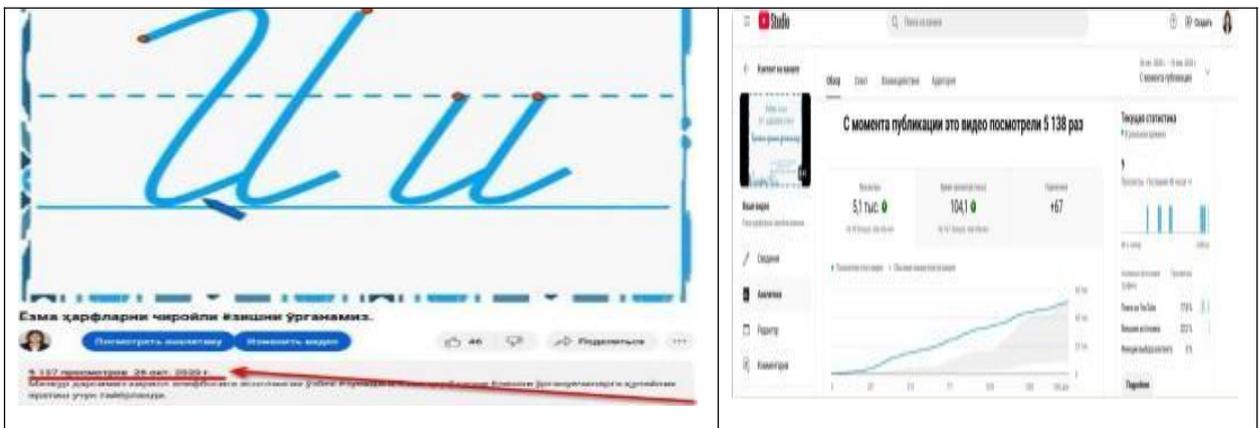


Figure 10. Integration and Usage of the Quizizz Platform with YouTube. Video clip for the handwriting (calligraphy) exercise.

<https://www.youtube.com/watch?v=B8FvtvcOcsc>

Although speakers of the Karakalpak language primarily use the Latin alphabet, in Kazakhstan the Cyrillic script is still in practice. Even though the Latin script is used in modern Turkish, much of the scientific and creative heritage of Turkic peoples—who are preparing to adopt the Latin alphabet in the Department of Modern Turkic Languages and Literatures—remains in Cyrillic. Therefore, particular attention is given to studying this script. A video dedicated to learning calligraphy was uploaded to our YouTube channel (see Figure 10), and students were

assigned to use this video independently. Notably, the video uploaded to the channel in 2020 has been viewed 5,138 times.

Conclusion. The initial assessment in teaching Uzbek served to implement a differential (tiered) approach, allowing learners to be grouped into conditional “drift-groups” based on their proficiency and preparedness in the Uzbek language, as well as their psychological development [15]. Drift-groups consist of students with varying abilities, interests, motivations, and levels of subject mastery.

Addressing students with problem-based questions (about the three homelands of a man) activated them and linked their answers to the concept of the homeland.

Students attempted to explain the lexical meanings of the word vatan (homeland) and the targeted vocabulary in their own words, creating a genuine communicative situation in the classroom and allowing the teacher to assess their current oral language skills.

Analyzing Alisher Navoi’s aphoristic lines provided insight into students’ knowledge of Uzbek literature.

Watching the video clip from the film Vatan and responding to listening comprehension tests further engaged the students.

Using the Quizizz.com platform and organizing the lesson through digital resources fostered a positive attitude toward learning Uzbek.

In the first lesson, it is usually difficult to remember students’ names and their level of subject knowledge due to the large number of groups. Using digital platforms, however, allows students to enter their group name and full name before completing tasks, with this information stored in the platform’s RESULTS section, enabling the teacher to analyze it at any time and compare it with subsequent assessments.

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