METHODS OF TEACHING THE UZBEK LANGUAGE: TRADITIONAL AND MODERN APPROACHES

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Annotation: Uzbek is an ancient language, belonging to the Turkic branch of the Altaic language family. Today, the number of Uzbek speakers worldwide exceeds 40 million. This article explores the various methods employed in teaching the Uzbek language, contrasting traditional and modern approaches. It highlights the characteristics, advantages, and disadvantages of each method, emphasizing the importance of a balanced approach to language education. By integrating both traditional and modern techniques, educators can create a more effective and engaging learning environment that caters to diverse student needs.

Keywords: Uzbek language, teaching methods, traditional approaches, modern approaches, language education, student engagement, active learning.

Introduction

Social development at the beginning of the 20th century required the introduction of the native language as a special subject in educational institutions, with a specific goal of instilling and popularizing literary language norms. Naturally, the new goal required new content and new means. The method of achieving this goal, tested and justified in the experience of European countries in the late 19th and early 20th centuries, was to teach the normative grammatical, spelling and pronunciation norms of the native language in schools. The possibilities of the Uzbek language are so wide that it is possible to find beautiful and elegant styles necessary for prose and poetry. The feeling of love for the language enters the blood with mother's milk. Our language is our spiritual wealth, our spiritual being. We will not be mistaken if we say that language is the main tool that makes the nation beautiful and introduces it to the world. The feeling of love for language should be alive and well in the heart of every person [1].

The Uzbek language, as the official language of Uzbekistan and a member of the Turkic language family, plays a crucial role in the cultural identity and communication of its speakers. As globalization continues to influence education, the methods used to teach the Uzbek language have evolved significantly. Traditional methods, characterized by teacher-centered instruction, have been widely used for decades. However, modern approaches that emphasize student engagement and active participation are gaining traction. This article aims to examine both traditional and modern teaching methods in the context of Uzbek language education, providing insights into their effectiveness and applicability in contemporary classrooms.

Main Part

The native language teaches the student to think independently, to fully express his thoughts orally and in writing. The level of literacy of the student, his place in social life is built on the knowledge and skills acquired from the native language.

It is known that each national language, in addition to accurately and adequately reflecting the material world, also fully expresses the spiritual world, its sorrows and joys. A person has the ability to express his attitude towards everything, and this ability is always revealed through certain forms of language.

In order to convey to students the unique elegance of the language, to make them feel, perceive and use it rationally, modern information and pedagogical technologies are currently being effectively used in native language education, in addition to traditional methods. In recent years, various methods have emerged, such as brainstorming, brainstorming, boomerang, blitz-survey, cluster, case study, and hermeneutic interview [2].

Traditional Methods of Teaching the Uzbek Language

Traditional teaching methods have been the cornerstone of language education for many years. These methods are predominantly teacher-centered, focusing on direct instruction and rote memorization. The traditional methods include:

1. Lecture Method. In this approach, teachers deliver content through lectures while students passively absorb information. This method is effective for conveying large amounts of information but may limit student interaction.

2. Repetition and Drilling. To reinforce vocabulary and grammar rules, teachers often employ repetition and drilling techniques. This method aids in memorization but may not promote deeper understanding or practical application.

3. Testing and Examinations. Traditional assessment methods, such as quizzes and exams, evaluate students' knowledge primarily through recall. While these assessments can measure factual knowledge, they often do not reflect students' ability to use the language in real-life situations.

№	Advantages of Traditional Methods	Disadvantages of Traditional Methods
1	• Structure and Clarity: Traditional methods provide a clear structure for lessons, making it easier for teachers to plan and deliver content.	• Limited Engagement: The passive nature of traditional methods can lead to disengagement among students.
2	• Foundation Building: They establish a solid foundation of vocabulary and grammar rules essential for language proficiency.	• One-Size-Fits-All: These methods often fail to accommodate diverse learning styles and individual needs.
3	• Efficiency: In large classrooms, traditional methods allow for efficient delivery of content to many students at once.	• Rote Learning: Emphasis on memorization can hinder critical thinking and creativity in language use.

Table 1. Advantages and disadvantages of traditional methods

This method, which is mostly employed in philologically orientated higher education institutions, offers language instruction in accordance with the aspectual principle, or in the direction of distributing the curriculum in a methodical order. In this instance, the Uzbek language is taught in a series of levels, which enables you to thoroughly become acquainted with the lexical-

semantic and grammatical capabilities of the language and understand it in-depth theoretically. Consequently, this approach should be applied at philologically orientated higher education institutions.

Modern Methods of Teaching the Uzbek Language

In today's educational process, the desire and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies during the process of educational lessons is increasing day by day. The teacher creates an environment for the personal improvement, development, acquisition of knowledge and upbringing of the student in this process, and therefore also performs a management and guiding function.

Innovative technologies further improve the quality and efficiency of education, help to increase the educational and cognitive activity of students in the center of the educational process, ensure the integrity of the educational process. A high-level indicator of student activity is the organization of educational and cognitive activity, the will and activity of which become the subject of the student's consciousness. To achieve this goal, first of all, the teacher must be able to choose technologies that lead to the goal, ensure the integrity of the educational and educational process [3].

When the teacher, in addition to providing other information during the lesson, shows additional information on the topic, such as Internet information, multimedia programs, tables, and the like, this not only increases the students' desire for the lesson, but also helps them develop their free reading at the required level and fully master the subject as much as possible. As a result of the use of innovative technologies, students' skills in free thinking, analysis, drawing conclusions, expressing their ideas, defending them in a well-founded way, and conducting healthy communication, discussion, and debate are improved and formed.

In contrast to traditional methods, modern approaches prioritize student engagement and active learning. They include:

1. Interactive Methods. Techniques such as group discussions, role-playing, and peer teaching promote collaboration among students. This interaction enhances language skills through practical use.

2. Project-Based Learning (PBL). PBL involves students working on projects that require them to apply their language skills in real-world contexts. This method fosters critical thinking, creativity, and teamwork.

3. Technology Integration. The incorporation of digital tools, such as language learning apps, online resources, and multimedia presentations, enriches the learning experience. Technology can facilitate personalized learning pathways and immediate feedback.

An interactive approach in the methodology of teaching foreign languages is often considered:

1) as a communicative approach;

2) as a kind of communicative approach;

3) as a modified direct method, including a number of other methods.

N.V. Bagramova [4] holds that "the main attention in the communicative-interactive approach is paid to the communication process itself and the learning situation in the classroom," while the communicative functions of language are the focus of the pure communicative approach. In contrast, the interactive approach to teaching has become more and more opposed to the

communicative one in recent years.

Computer technology is frequently used in conjunction with an interactive approach to foreign language instruction. On the other hand, we will interpret the terms "interactive approach" and "interactive program" as follows. "Being interactive often means interacting, being in the mode of conversation, dialogue with someone." "An interactive approach in teaching Uzbek as a foreign language" is a method that allows students to interact with one another and with the teacher. It also allows the teacher to model how students can actively interact, communicate in Uzbek, exchange knowledge and skills, and develop the ability to work effectively in a group or team. It also helps students adapt more quickly to new situations, teams, and changing conditions. An "interactive program" often means the creation of a learning virtual space, which means, first of all, the interaction of a person and a computer. We believe that an interactive program can be implemented using an interactive approach to teaching and interactive methods without involving computer technology in conditions of live communication, immersion in a real language and cultural environment [5].

№	Advantages of Modern Methods	Disadvantages of Modern Methods
1	• Increased Engagement: Active participation fosters higher levels of motivation and interest in learning.	• Resource Intensive: Implementing modern methods may require additional resources, training, and time for teachers.
2	• Critical Thinking Skills: Modern methods encourage students to analyze, evaluate, and apply their knowledge in diverse contexts.	• Classroom Management Challenges: Increased student interaction can lead to difficulties in maintaining classroom discipline.
3	• Adaptability: These approaches cater to various learning styles and preferences, promoting inclusivity in the classroom.	• Variable Outcomes: The effectiveness of modern approaches can vary based on students' backgrounds and experiences with independent learning.

Table 2. Advantages and disadvantages of modern methods

Students' logical, mental, creative, and critical thinking skills are developed, and they acquire the professional attributes needed to become a mature specialist, thanks to modern teaching methods that are intellectual in nature and the use of cutting-edge technologies in the preparation of qualified professionals, particularly at the higher education level. By providing teachers with strong pedagogical skills for the lower levels of education and knowledgeable personnel in their profession, this type of personnel training will assist enhance the quality of education overall and boost efficiency. In higher education, students learn modern science and receive instruction in a speciality, whereas in elementary school, they study the fundamentals of science, or general education. For this reason, the methods used in higher education are not only ways to transmit and comprehend knowledge, but also ways to increase penetration into the scientific process and expose its ideological and methodological foundations.

The goals of the native language teaching methodology are as follows:

- Increase and enrich vocabulary
- Develop independent thinking, creative thinking
- Formation of speech skills

- Acquiring the ability to create independent texts

Pedagogical innovation is the process of developing, implementing, testing and evaluating innovations in education that help to effectively achieve these goals. Among them: the educational process changes over time, the labor market places new demands on future employees, and training is modified, adapted to new goals, new pedagogical methods, styles and techniques are needed to achieve this.

Conclusion

In conclusion, the current state of the education system is characterized by the increasing role of non-traditional educational technologies. With their help, students acquire knowledge much faster than with traditional technologies. The teaching of the Uzbek language encompasses a spectrum of methodologies ranging from traditional to modern approaches. While traditional methods provide essential foundational knowledge through structured instruction, modern techniques enhance student engagement and practical application of language skills. Educators should strive to create a balanced approach that incorporates elements from both methodologies to foster a comprehensive learning environment. By doing so, they can better equip students with the linguistic competencies necessary for effective communication in an increasingly interconnected world. Ultimately, embracing both traditional and modern methods will lead to more effective Uzbek language education that meets the diverse needs of learners today.

Our mother tongue, which has the status of the state language, is a very rich language. In the process of its education, we should focus all our attention on increasing the student's vocabulary, feeling and understanding the subtleties of meaning, differences and similarities of words, pronouncing and writing without errors, being able to connect words to form sentences, and from sentences to form texts, finding and correcting semantic and grammatical errors in compounds, logical errors in texts, expressing a thought with various means, performing a number of logical operations, such as restoring the continuation of an interrupted thought, correctly assessing the speech situation and using the possibilities of the language accordingly.

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