
**ISSUE AND IMPACT OF METHODOLOGY OF TEACHING UZBEK
LANGUAGE AND LITERATURE**

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Annotation

In the article, concepts and opinions related to the topic of "Uzbek language and literature teaching methodology issues" are analyzed and some issues are touched upon.

Key words

Pedagogy, practice, illustrative, principle, skill

In the science and practice of pedagogy, future colleagues must have noticed that education has been considered a priority over upbringing for a long time. After the independence of the country, serious changes were made not only in social and political life, but also in the process of education. New ways are being sought to improve the spirituality of the young generation, to direct them to independent thinking rather than to give them ready-made knowledge, and to raise students to the level of free participants in the educational process. Along with the updating and improvement of textbooks, methodical manuals, methodical recommendations, which are the main materials of education, education of mentally healthy, intellectually mature young people with their own thoughts and views is becoming a priority. In the education of young people, instead of forming a generation that thinks the same and comes to a single conclusion, attention is paid to the leadership of their spiritual qualities, their desires, and the need to rely on national traditions in the formation of spirituality.

The organization of any educational process is very complicated. Humanity has invented many forms and methods in the history of reading and teaching. Such research continues in a continuous manner.

The first invention in this regard is connected with the name of Socrates. Based on guiding questions, he invited students to learn something new, the essence of events. That is why this method is known as the Socratic method of education.

Now developmental education is becoming more and more widespread. Its main goal is to strengthen the independent, creative activities of students in acquiring knowledge, skills and abilities.

Demonstration is emphasized in explanatory-illustrative education. Here, it is assumed that the teacher will benefit from the exhibition and displayed objects in the formation of knowledge and skills, and that the students will perform practical actions based on them. Effectiveness of Uzbek language and literature education depends on the correct choice of educational methods and methods along with compliance with educational principles. While the philosophical meaning of the concept of method is observation of phenomena and their scientific classification, its didactic aspect means arming the student with knowledge, skills, and abilities and applying them in practice.

Doctor of Pedagogical Sciences, methodologist-scientist A.Q. Gulomov recommends to study educational methods by the following types: 1. Methods related to the teacher's activity: - the method of ready presentation of knowledge; – the method of expressing knowledge through conversation; – method of presenting knowledge in a problematic way. 2. Methods related to student activity: – reproductive (working with ready-made educational material) method; – partial traceability; - can be divided into research-based methods.

Educational methods of teaching the Uzbek language and literature with socio-historical development

is expanding and developing in a row.

Adoption of the "National Personnel Training Program" and "State Education Standards for General Education Schools" set demands on the educational system aimed at the purposeful development of a specific human personality. It is necessary to develop the updated educational methodology based on the conscious verbal-cognitive education system considered effective in global pedagogy, improve it based on interactive methods, meet the requirements of the time, and be in harmony with national standards.

In-depth study, development and attempt to bring the above-mentioned traditional education methods closer to universal education methods will give the following results:

1. The method of arming with ready-made knowledge: - based on textbooks and training manuals; – based on visual didactic tools (audio-video cassettes, tape

recordings on a specific topic, slide-tables from the mother tongue, educational computer diskettes, educational pictures designed to illuminate lesson topics, portraits, landscapes (color images) , ready-made artistic-symbolic, educational texts).

2. Instructional method of education. Acceleration of student activity on the basis of step-by-step, systematic guidance (written and oral) assignments.

3. Problem-based learning method.

4. Conscious - verbal-cognitive education method (Discovery education method).

Based on the above educational methods, student activity can be described as follows: 1. Method of conscious observation and memorization. 2. The method of research and drawing conclusions, debate and discussion with the help of reference assignments. 3. Purposeful method of creative activity aimed at solving the problem. 4. The method of discovery (text creation) through independent and creative research.

Using the above methods, students form the acquired knowledge, skills and qualifications, engage in practical and creative application. If we look at the history, the history of teaching the Uzbek language and literature goes back to very old times. In the East, in the X-XV centuries, there was an increase in social and cultural life, progress in science. During this period, our national scientists who lived and created in Central Asia made a great contribution to the development of world culture, enlightenment and science with their achievements in various disciplines. Great thinkers such as Farobi, Abu Rayhan Beruni, Abu Ali ibn Sina, Ismail Juijani, Margilani, Zamakhshari, Mahmud Koshgari, Yusuf Khos Hajib, Alisher Navoi spread the fame of their people with their priceless discoveries. They also left an indelible mark in the field of education and upbringing. For example, the great thinker Al-Khorazmi said, "Knowing through intuition is this partial knowledge, logical knowledge is the truth," he says, and takes creative activity as the basis for acquiring knowledge.

The method of arming with ready-made knowledge is one of the most ancient and tested methods in the educational system. When working with this method, the teacher does not get too tired: he recommends completing educational tasks and exercises that are prepared in advance and are understandable for the student. Effectively uses educational and technical means. In particular, when talking about the history of the theory and methodology of teaching Uzbek literature, it should be noted that it was interpreted and promoted until recently, mainly in connection with the October Revolution. In fact, the issues related to the teaching of literature

in the Turkic peoples go back to very ancient times. It can be said that the beginning of this problem is reflected in the monuments of Orhun-Enasoy. The issues of getting into the essence of literature and artistic words have always been of great socio-spiritual importance in the life of the peoples of the East, including the Uzbek people. For example, the great thinker of Central Asia, Abu Nasr Farabi, paid special attention to the educational value of voice and speech in his treatise "Origin of Sciences" ("Ikhsa ul-Ulum"), expressively reading and narrating what he read. emphasized that it is a great art.

To date, among the scientific-research methods of teaching Uzbek language and literature, the orientation of information collection to a specific goal; observation, which includes studying, analyzing and disseminating best practices, analyzing educational documents, organizing individual interviews with teachers and students; an experiment in the form of a scientific experiment designed to study untested pedagogical phenomena under different conditions; a test, which is a system of examination aimed at a certain goal, carried out in specific conditions and order, that accurately measures the level of education and development of students; data Questionnaires in the form of general collection with the help of specially prepared questions and questionnaires; statistical analysis aimed at determining the numerical indicators of the educational process; critical study of methodological heritage; it is possible to study examples of student creativity, etc.If the students fully master the methods of teaching the Uzbek language and literature in the course "Methodology of teaching literature": they should have full knowledge of the methods and methods of literary education, they should be able to read any artistic text scientifically, they will be able to analyze both didactic and age characteristics of students, organize literature lessons effectively, and engage in professional communication with students."The world of spirituality will be enriched with new meaning only if all-round scientific answers to the age-old and eternal problems of this complex world, as well as the current issues of each era, are found. In other words, every scientific innovation, created discovery is a new thought and outlook. Motivates, has a unique effect on the formation of spirituality", his deep thoughts justify that one of the main tasks in the continuous education system is the formation of a well-rounded person. is an important factor determining the development. Therefore, the prospect of education development is becoming one of the most important issues in most countries. Today, the task of Uzbekistan is to ensure the development of the economy based on innovations. Therefore, reforms in the education system in Uzbekistan are closely related to the emergence of new changes in the economy. In the next 20 years, a number of

changes were made in the education system of Uzbekistan. The education system is developing day by day. It is important for teachers like us to get these students interested in the lesson, especially at the time when distance education system is being given a lot of attention. Organization of generalization lessons will help a lot in this regard. Generalization lessons differ from other types of reading lessons in terms of construction. Such a lesson is organized after studying the materials of the department. As recommended in the new program and methodological manuals, special importance is attached to summarizing students' imagination and knowledge and strengthening their skills in each lesson. The summarizing lesson conducted during the study serves the purpose of systematizing students' knowledge, repeating and summarizing what they have learned. A generalizing lesson is usually conducted on one or another important topic in the curriculum. A generalizing lesson can also serve to complete a whole section of the program. Repetition in a generalizing lesson should not be a retelling of what was previously read in the minds of the students, but should be of a generalizing nature, should help to put children's knowledge into a certain system, organize some ideas and concepts. Therefore, for such lessons, not only what they read from books, but also objects and phenomena of nature, events of social life, personal experiences directly perceived as a result of children's observations are the material. Generalizing lesson on school life, family or science the task is to connect the material of the book with the observations of the students, the knowledge gained during the excursions. There are various types of work in the generalization classes, based on what has been seen and experienced, showing and analyzing illustrative materials (pictures, examples), reading excerpts from some works by students, students' knowledge based on excursions and observations. 'zaki story' is used. The type of work for the generalizing lesson is chosen based on the specific purpose of the lesson. Students should work on a specific topic and have the opportunity to boldly and freely express their opinions about what they have read, seen, heard, and observed. For example, in a summarizing lesson after completing a certain topic, children say which of the stories and proverbs they have read from the book related to this topic is more interesting, as well as their opinions about the people participating in this or that story or proverb, their behavior. , in some necessary cases they briefly describe the content of the read work. If an excursion was conducted with the students during the study of the topic, the teacher will help them to tell what they saw on the excursion that was interesting and which left a strong impression. These activate students' thinking, teach them to think independently, and are considered one of the main conditions of educational education. It is not necessary to hold a

generalization lesson after every topic in the program has been studied. It is advisable to conduct it only after studying the materials of the important and large section of the lesson. It is not recommended to use the demonstration manuals, questions and assignments, excursion, observation, meeting and interview materials used during the study of subjects in general lessons.

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