

IMPORTANCE OF FIRST LANGUAGE (L1) TEACHING METHODOLOGY (UZBEK LANGUAGE)

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ABSTRACT

In the article, examples of the work of A.Gulomov, M.Saidov, Sh.Yusupova, I.Ya.Lerner and M.N. Skatkin, who contributed to the development of L1 education, were given. The importance of First Language (L1) teaching methodology is necessary for quality education.

KEYWORDS: *Linguistics, Methodology, Language Didactics, Competence.*

INTRODUCTION

The L1 is not the rules invented for the child, it is equal to the soul of its people, like breathing air. Teaching students their L1 solves the following tasks: firstly, to develop their innate mental ability, which is called the gift of speech; secondly, to introduce students to the conscious acquisition of native language treasures; thirdly, children should learn the logic of this language. It is necessary to achieve these goals and tasks not one after the other, but in stages [1]. Educational assignments play the main role in this.

Today, L1 education is gradually moving towards the development of speaking skills through working with the text. In such conditions, usefulness and practical application should be the main principle when choosing educational materials that are the basis for creating an educational task.

In particular, R. Safarova's emphasis in the 90s that the development of communicative skills and competences is the main task of L1 education, in particular, educational tasks, as well as the issue of assessment, Uzbek language learning. It should be noted that he researched important issues related to the teaching of both the L1 and the state language in the conditions of national revival in Uzbekistan [2].

In her doctoral dissertation, Sh. Yusupova conducts research on the scientific-methodical basis of the development of students' thinking in modern Uzbek literary language classes [3, p. 270]. Along with the development of the scientific-methodical basis for the development of students' thinking in the education of the L1, special attention is also paid to educational tasks that develop thinking.

Kh. Muhiddinova carried out significant work on systematization of the education of the Uzbek language as a state language, ensuring its integrity and continuity. In particular, it has been improving educational tasks based on the principle of continuity for the continuous education system [4; 10].

The methodological basis of the L1 teaching method is the theory of knowledge. The main task of this subject is to ensure that students fully master the vocabulary of the Uzbek language.

THE MAIN FINDINGS AND RESULTS

It is known that language is a necessary means of communication between people in society. The importance of language as a means of communication is constantly increasing. Language is a means of rational, logical knowledge of existence. Only with the help of language units, in the process of cognition, generalization, connection of understanding with discussion and conclusion is carried out.

Language and speech are inextricably linked with thinking. Along with learning the language and developing speech, the student's thinking ability also increases. The task of the school is to make the language a sophisticated tool of communication between people. As a methodical science, the methodology of teaching the L1 fulfills the tasks set by the standard of primary education, that is, to expand thinking activities, to be able to think freely, to be able to express one's opinion fluently orally and in writing, society develops methods and methods for developing skills and abilities to freely communicate with members [17, pp. 272-281; 18, pp. 30-34].

During the 50s and 70s of the last century, many manuals were created in the field of teaching methods of the L1 in primary classes. In these years, the methodology of teaching the L1 began to develop as a science, the results of general pedagogical, didactic and psychological scientific investigations made it possible to improve the methodology of teaching the L1 and create a new methodology. Successes in the field of Uzbek linguistics also provided significant support to the process of language acquisition and the development of methodology. Also, the study and generalization of the public work experiences of teachers had a great positive effect on the development of this science. Dozens of methodical articles were published in magazines of that time.

Since 1955, faculties for training primary education teachers have been opened under pedagogical institutes. This also had a positive effect on the growth of the L1 teaching methodology, that is, the level of general and special training of primary school teachers increased. The scientific staff working in the departments of the institutes tried to solve methodological issues on a deep, scientific basis.

Language plays an important role in forming and expressing thoughts, expressing impressions and feelings. Language is a means of communication between members of society. The more this tool improves, the more clearly and effectively the idea is expressed. So, people's interactions, feelings, experiences and situations are determined through language. The need for in-depth study of the L1 at school arises from the main functions of the language.

K. D. Ushinsky attached great importance to the L1 in the system of primary school subjects and considered it the central and leading subject. "The L1, which is an excellent teacher, teaches a child a lot... A child learns so much in two or three years that he learns so much that 20 years of diligent methodical even when he reads properly, he cannot learn half of it. That is the great pedagogy of the L1" [5, p. 49; 11; 16], he says.

That's why learning L1 is very important in elementary grades. Elementary school students learn to read and write well in their native language classes, learn the rules of oral and written speech. Skills in the field of L1 - skills (speech, reading and writing skills) are a necessary condition and means of students' educational work. In addition to acquiring reading skills, the student should first of all learn his native language, because the native language is the key to knowledge and intelligence. The L1 is also a means of teaching other subjects: social history and natural sciences are taught using the L1. Therefore, the L1 plays a special role in the general development of the child and in awakening the desire for knowledge and work.

Language is an important educational tool. A child who reads fiction, newspapers, and magazines cultivates the best qualities in him and acquires the culture of behavior. Since the L1 occupies the main place in the elementary grades, it is necessary to cultivate interest and love for the L1 in every student.

Certain studies have also been conducted on the issue of essentially distinguishing between the terms “*mashq*– exercise” and “*topshiriq*– assignment” in L1 education.

In particular, the methodologist-scientist M.Saidov distinguishes between three types of educational tasks in his educational materials, and, often, teachers use “*mashq*– exercise”, “*topshiriq*– assignment” and “*masala*– problem” during their work. ” emphasizes the confusion of concepts. The scientist agrees with the opinion of A. Gulomov that “exercise is both a form of an educational task and a specific method of teaching” and the task is a part of the exercise; basically, it is expressed in the conditions of the exercise, and the assignment expresses a narrower concept than the exercise [6, p. 25; 14, pp. 890-898].

It is known that language textbooks mainly use “*mashq*– exercise”, “*topshiriq*– assignment” and “*masala*– problem” terms, and natural and concrete sciences use the term problem. All of them are a type of work included in educational tasks; this term is also interpreted as educational tasks in some studies [7].

The most important indicator that determines the quality of education is the tools involved in the formative and testing process - the system of exercises, as well as questions and assignments. These are the content of L1 education and the basis of teaching methodology. The concept of educational content is interpreted differently in scientific and methodological sources. In particular, Russian pedagogues-scientists I.Ya.Lerner [8, p. 186; 13, pp. 255-232] and M.N.Skatkin consider the content of education as a part of rich social experience, which is selected for learning and intended for students' assimilation.

Along with the concept of “educational content”, the term “learning material” is also used in scientific sources. In didactics, the concept of educational material is used in broad and narrow senses. In a broad sense, it is equal to the concept of “educational content”, and in a narrow sense, it is understood as a system of knowledge, skills and competencies that should be learned to a certain extent, adapted to the students' learning.

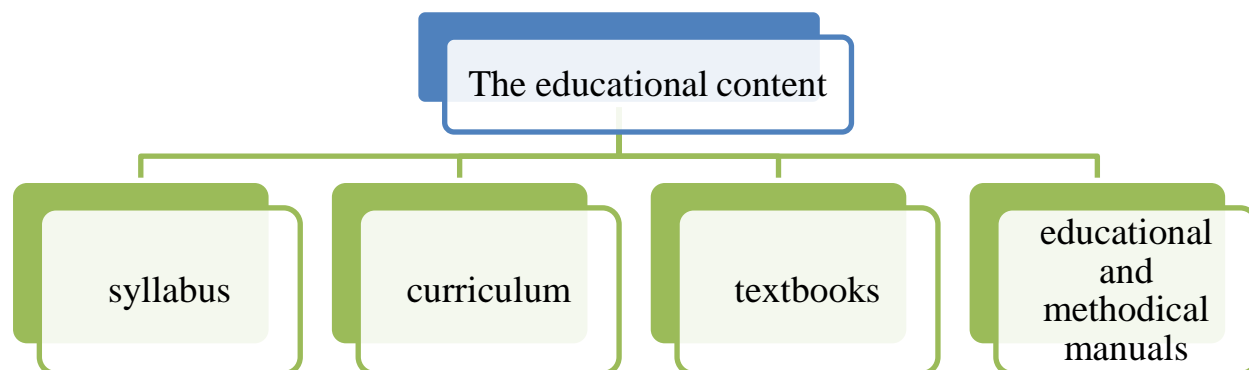


Figure 1. The educational content

The program and textbooks from the L1 contain language materials selected for students' learning and adapted to their mastery [9, p. 128; 12; 15, pp. 53-56].

CONCLUSION

Current programs and textbooks should encourage students to do independent research in accordance with the goal of L1 education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. Because L1 education at school does not aim to train a linguist, but to deliver to the society a creative thinker who can widely use the possibilities of the language. Therefore, it is possible to consider the educational tasks as demanding only if they can encourage the student to search. Not all the tasks in the current school textbooks are at the required level.

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