

THE NEED FOR A LINGUOCOGNITIVE APPROACH IN MOTHER LANGUAGE EDUCATION

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ANNOTATION

This article is written about the practical necessity of the linguocognitive approach in mother tongue education. The purpose of education was "to improve students' oral and written speech, to form the ability to correctly express the product of thought in oral and written forms in accordance with the conditions of speech." The method of education has changed from reproductive (retelling) to cognitive-pragmatic (independent and creative thinking and expressing it according to speech conditions). This can be evaluated as an unprecedented event in the history of mother tongue education.

Keywords: mother tongue, education, speech, thought, oral, knowledge, grammar.

INTRODUCTION

It should be noted that only in the years of independence, the issue of the content, purpose and method of education in the mother tongue was put on the agenda and resolved. This was great news. The content of education consists of a series of theoretical knowledge derived from the nature of the mother tongue. Of course, the solution of any problem creates new problems. In fact, this is the logic of development. Mother tongue education is no exception. Unnecessary theoretical issues are delved into, priority is given to grammar education and word education is placed in the next place, errors in textbooks, theoretical confusion, and the fact that most of the knowledge acquired by the student does not have a competence essence. is one of the problems in language education[1].

It's no secret that the state of mother tongue education today consists of memorizing countless scientific (linguistic) rules, analyzing the text and given sentences. However, neither the teacher, nor the student, nor the parents can think of mother tongue education as anything other than memorizing the rules of linguistics and performing exercises and tasks related to them, literacy in oral and written speech, speech and the culture of communication, rich vocabulary, elocution has fallen to the last place, lack of educational dictionaries in the hands of students, lack of spelling dictionary, lack of dictionary notebooks in native language classes - this is an undeniable proof[2].

ANALYSIS AND RESULTS

There isn't even a technology or resource to teach you how to write an essay. Any teacher cannot give advice other than giving an essay topic, creating a template plan and choosing an epigraph. The skills and competences of students to create a text remain completely undeveloped. Some gifted children improve their written speech independently by imitating the texts they read.

During the past period:

- An educational goal was developed aimed at educating students with a national mindset and worldview, an independent logical, creative thinker;

- The educational content, including the interpretation of the unique construction of our national language, was launched;

- The most effective educational method of developing thinking potential was introduced.

The learning objective has been updated. In the period of the former regime, the issue of educational goals in mother tongue education was not put on the agenda[3]. The goal of education, summarized in the form of "cultivation of independent and creative thinkers, formation of the skills of expressing the product of thought in oral and written forms in accordance with speech conditions, correctly, fluently and concisely" is different from the education of our mother tongue. It is no exaggeration to say that it does not occur in language education. This is of unprecedented importance in the development of national consciousness and values in students. The purpose of education has been expressed in modern mother tongue textbooks and curricula based on it for a quarter of a century.

The content of education has changed radically. In general, the Uzbek language, as in the interpretation of all national languages in the territory of the former union, in most cases, especially its phonetic and grammatical system, was developed on the basis of the patterns of the Russian language. as if the Russian language remained the interpretation itself. With the honor of independence, Uzbek linguists worked based on this principle in the scientific description of the pure Turkic nature of the Uzbek language and in the education of our language. As a result, the content of mother tongue education was completely freed from non-national elements in a short period of time. Before independence, this was only a dream and something that could not be achieved [4].

The teaching method has also been updated. Educationists have applied the cognitive-pragmatic method to the process of mother tongue education, which is the only way to prepare an independent logical, creative and imaginative thinker.

- In education, while the teacher tries to convey difficult linguistic knowledge, i.e., concepts and rules to the student, to turn it into his knowledge, the main task, unique only to school education, is the student's correct formation of skills and competences in pronunciation, spelling, style, art of words (acquiring new words, choosing words, using words correctly), skills the problem of turning nikma into skill and skill into a habit has become a secondary issue. Our current textbooks need a major overhaul[5].

Because:

First of all, even the most excellent student shows the vocabulary of the person, in the artistic works he is reading, even included in the school program. , diver, night, etc. without understanding the meanings of thousands of words. Because the education of the mother tongue is no longer the education of words;

secondly, the need for students to acquire new words and increase their vocabulary has decreased to such an extent that even a dictionary of the native language is not kept;

thirdly, there are almost no exercises and tasks that guide working with dictionaries in native language classes;

fourthly, there are no approved textbooks that reflect the characteristics of the Uzbek language in each period and are suitable for the age characteristics of the students[6];

fifthly, the fact that dictionaries of linguistic terms are not included in the appendix of school textbooks, but rather words that need to be mastered, shows that mother tongue lessons have turned into linguistics lessons.

Issues such as words, phrases, proverbs, their use, spelling should form the basis and core of the content of school mother tongue education.

It is known that the methodology of teaching the Uzbek language is closely related to the achievements of modern science, philosophy and general linguistics, as well as the theoretical foundations of linguistics. Language and speech are an inseparable whole and form the basis of speech activity. There are a lot of tasks in the speech activity of a person. One of them is the task of communication. In particular, there may be oral, written, as well as paralinguistic tools in linguistics. The last category includes all kinds of gestures and facial expressions. Direct speech itself may or may not participate in this.

Oral speech is usually a direct speech process. In written speech, the presence of a certain distance is taken into account. Accordingly, it is natural that their consistency, completeness or incompleteness will also be different[7].

Another function of speech is that it is a tool of thinking. With words, it is possible to "raise the dead" and, conversely, kill the living. (A. Navoi) It is true that words have a strong influence on human thinking, psyche, and mood. Without it, fiction could not exist.

The science of Uzbek language teaching methodology is important because it researches the specific features of learning the theoretical and practical aspects of the language at different stages of education.

The native language teaching methodology based on systematic language learning is used to teach students to think independently and creatively, to increase their vocabulary, to be able to listen and understand the speech of others, express their thoughts clearly and concisely, choose words and to use it appropriately, to form oral and written speech skills, to achieve harmony of form and content in expressing thoughts, logical perfection, proper organization of "student - education - teacher" relations - serves to theoretically and practically justify that it is an important factor of increasing educational efficiency[8].

The most important and urgent issue facing mother tongue education is to bring up a creative thinker, that is, a creative and independent thinker, which is necessary for our growing, developing and developing country. One of the important issues of today is to establish the updated content and technology of language teaching based on the conscious verbal-cognitive education system.

The market economy, based on continuous competition, needs active people who are quick, entrepreneurial, able to work according to the conditions, and who can rapidly update the means of achieving the goal. Therefore, the shift from the behaviorist approach to the cognitive approach in the education system in Western countries has become significant. In evaluating human activity, cognitivism (eng. cognitive - educational, learned, mastered) differs from pedagogy and psychology and from the behaviorist approach that prevailed in psychology until the 60s as follows[9]:

in the behaviorist approach, human behavior is understood as a complex of unconscious reactions determined by the influence of the external environment;

in the cognitive approach, the superiority of the competences and skills formed on the basis of education is recognized in this behavior - actions.

It can be seen that in the behaviorist approach, people and education are inactive, and in the cognitive approach, they are active. It is known that the condition of living in the market economy is human activity. Therefore, in the USA and the West, in the 60s of the 20th century, cognitivism immediately began to enter pedagogy and didactics. This trend combines with the verbal methods of education

(that is, the desire to demonstrate the student's activity and identity in communicative dialogue), which was very popular at that time, and forms a direction of conscious verbal-cognitive education. The famous pedagogue - methodist D. Ozbel laid the foundations of this direction and emphasized that the leading method in the educational process is discovery. The essence of the discovery education method is that the learner discovers new materials or creates something in the process of completing each task. Therefore, consciousness takes the lead in the educational process[10].

Such pedagogic-psychological factors, methods and means of developing the product of thinking in the educational process are many and varied. As the main ones, the following can be listed:

The student should not repeat the knowledge given to him in each lesson based on the requirements of the textbook, but should create new knowledge, skills and abilities with the guidance of the textbook and discover something new for himself. This is the main factor of cognition.

The reader should not be a passive listener (copying, repeating, doing), but a seeker, a comparer, a discoverer. Therefore, every word that comes out of his mouth (from under his pen) should be his own opinion, judgment, statement (not a repetition of what was said, given, heard!)[17]. Of course, this idea born from the student is not a universal discovery or a solution to a complicated problem, but it is also not a random repetition of the information given by the teacher (textbook). It serves to educate the spirit of responsibility, self-awareness, creativity, creation. In this case, the communication relationship (exchange of ideas) between the student and the listeners (including the teacher) in many cases takes the form of a lively oral discussion, moreover, a debate[11].

The guide that the teacher (textbook) gives to the learner should be structured in such a way that the content of the students' research and creativity is essentially in the same direction, but they should be diverse in form and content. Only then will each learner have the opportunity to express his/her identity and scientific talent as freely as possible. The spirit of competition and debate prevails in the lesson.

In the course of the lesson (doing homework and analyzing it), the student searches, thinks, finds a problem, comes to a conclusion based on the teacher's instructions (textbook assignment), justifies, proves and defends his opinion. should strive to do[12].

It is necessary that the organization of the lesson and the educational material open a wide path for this, and it should be suitable for the student's young psychology and mental-physiological abilities. The awareness factor of education is manifested in these.

In the current modern education system, the method of teaching the mother tongue has chosen a path that relies on cooperative pedagogy and conscious verbal-cognitive education in the field of educating a creative, perfect and virtuous person.

What is the subject of native language teaching methodology? How much? how? answers the questions that need to be taught. Properly selected content helps to achieve the goal. Studying the language teaching methodology today shows that it is necessary to search for, select and apply convenient methods suitable for different stages of education. Implementation of this is based on generalization of best practices, development of modern teaching technology and its effective use.

Methodology of learning grammar, phonetics, word formation. This section provides for the formation of elementary spelling and grammar concepts, basic spelling skills[13].

Methodology of speech development. This section has a special place in primary classes. First of all, children understand language and speech as a subject of study, they learn not only what they want and find interesting, but also written speech, which differs from oral speech in terms of its lexicon,

syntactic and morphological form[18]. The methodology should enrich children's speech, and ensure the development of syntactic and connected speech. It should be mentioned that connected speech is not studied in schools as a separate department, it is formed in connection with other departments of linguistics.

The main goal of the Uzbek language teaching methodology is to create skills and abilities to use the language possibilities correctly, precisely, appropriately and efficiently; development of logical-creative thinking, improvement of communicative literacy; formation of the idea of national independence, oriental education; is to enrich the student's personality spiritually (with the science of eloquence and eloquence)[14].

The main purpose of the language teaching methodology can be considered as follows:

Practical goal: to develop skills and abilities of independent and free use of language opportunities;

Educational goal: acquisition of originality, independent thinking, skills of correct and fluent expression of the product of creative thought in oral and written forms in accordance with speech conditions, development of logical thinking, formation of communicative literacy;

Educational purpose: providing spiritual, ideological and aesthetic education;

Developmental goal: intellectual development of the student's personality;

Orientation goal: purposeful orientation of the student's thinking.

(Problematic education, problematic issue, problematic assignment, problematic situation).

At the same time, the method of teaching the mother tongue has its own characteristics. The main task of teaching the language methodology is to give students the ability to freely, creatively and independently express their thoughts in oral and written form, based on the standards of literary language, to have the ability to convey the same meaning in different situations, to develop the skills of literary speech. is to bring up mature individuals[15]. Teaching the mother tongue in primary grades includes not only grammar, spelling and related speech development methods, but also methods of reading and writing in the classroom and outside the classroom. Based on these, the science of mother tongue teaching methodology performs the following tasks[16]

CONCLUSION/RECOMMENDATIONS

Determining and justifying the content, scope and existing system of the native language course in primary grades, that is, the program of the course (literacy, reading, grammar, spelling, speech development, etc.);

To study the process of formation of knowledge and skills from reading and writing, as well as the difficulties faced by students in this process, to analyze the cause of mistakes, to develop types of work that help to prevent and correct them;

It is important for students to clearly understand and thoroughly master the learning material given in their mother tongue, to be able to apply the knowledge they have acquired in practice, and for the general development of students, that is, their intelligence, memory, observation, memorization, logical thinking, creative thinking. development of methods and tools that help to develop speech and language;

Implementation of the educational tasks set before schools in connection with teaching the mother tongue, formation of moral and aesthetic qualities in students.

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