

USE OF DISTRIBUTION MATERIALS AND MODERN DIDACTIC METHODS AND ITS SIGNIFICANCE IN MOTHER LANGUAGE AND LITERATURE LESSONS

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Abstract

The methodological basis of this article is the theory of knowledge of existence. The main task of this subject is to fully master the vocabulary of the Uzbek language.

Keywords: Principles of didactics, theory of knowledge, complex phenomenon, orthography, phonetics, grammar.

Introduction

Based on the task of teaching the mother tongue, their education and all-round development, based on the theory of knowledge, based on the recommendations of all related and related disciplines, it is about the methodology of teaching the mother tongue. 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.

The main part: based on the task of teaching the native language to students, educating them and comprehensively developing them, based on the theory of knowledge, based on the recommendations of all related, related disciplines, the methodology of teaching the native language develops its principles. comes out. These principles are different from general didactic principles and determine the directions of educational work between the teacher and the student. The principles of mother tongue teaching are as follows.

1. The principle of paying attention to language material, the growth of speech organs, and the correct development of speech skills. Ignoring the rules of speech and language, even if it is small, has a negative effect on the acquisition of practical speech activities. For example, if phonetic skills are not given sufficient attention, spelling literacy will suffer. This educational principle requires the provision of auditory and visual instruction in language lessons and the training of speech organs (speaking, expressive reading, internal speech).

2. The principle of understanding the meanings of language (lexical, grammatical, morphemic, syntactic meanings). It means determining the connection between a word, a morpheme, a phrase, a sentence and certain events in existence. Language the condition of following the principle of understanding the meanings of the language is to study all aspects of the language, all language-related subjects (grammar, lexicon, phonetics, orthography, methodology) in an interconnected manner. For example, studying morphology based on syntax, o while studying syntax relies on phonetics, grammar, word formation, etc. The morphemic analysis of the word helps to understand its meaning. are interconnected and must be taken into account in teaching.

3. The principle of developing language sensitivity. Language is a very complex phenomenon, without understanding its structure, coherent system, and even if only a little, without mastering its laws and similarities, it is impossible to keep it in mind. By talking, reading, listening, the child collects language materials and learns its laws. As a result, a person develops language sensitivity (understanding of language phenomena).

4. The principle of evaluating expressiveness of speech. This principle, along with the understanding of the communication function of the means of speech culture, includes not only the understanding of its expressiveness (style), but also the emotional coloring of words and speech units, and other artistic and visual means of the language. implies understanding. To follow this principle, first of all, it is necessary to use fiction, as well as other texts that clearly express the stylistic features of the language. This helps to understand the content of the text and its specific subtleties.

The principle of mastering oral speech before written speech. This principle also affects the development of human speech and serves in the formulation of language teaching methodology.

The principles of methodology, like the principles of didactics, help to determine the purposeful activity of the teacher and the student, to choose a convenient direction in their joint work, and serve as one of the elements of theoretical justification of methodology as a science.

Today, the formation of new social relations in our society, the integration of education into the world education system requires a new approach to modern pedagogical technologies. These approaches, in turn, bring certain positive changes to the organizational and methodical aspects of the educational process, many of which are inextricably linked with pedagogical technology and pedagogical skills.

It depends on the skill of the teacher to pass each lesson based on its own method, to increase the student's interest in science, to instill a love of science in his heart. Modern pedagogical technologies are one of the tools that serve to improve the teacher's skills. Modern pedagogical technology is a product of the development of modern didactics and pedagogy. Every modern pedagogue will certainly achieve a positive result if he uses the existing pedagogical technologies in his lessons. The goal of today's teacher is to educate well-rounded young people, give them thorough education, provide them with the necessary information, teach them to think independently, create knowledge and life skills, instill in them the feelings of patriotism and patriotism. consists of finding These noble goals can be realized in training based on advanced pedagogical and innovative technologies.

Innovative technology - methods of improving knowledge acquisition through the use of factors that increase the effectiveness of education, the design and implementation of various pedagogical processes. Its main goal is to introduce innovations and changes in the activities of the teacher and learner in the educational process, which requires the use of interactive methods. Interactive methods are based on the activity of each learner participating in the educational process, free and independent thinking. Using these methods, learning becomes a fun activity.

For many years, traditional classes have been one of the main forms of education. In a traditional lesson, the teacher becomes an active participant, and the student becomes a passive participant. This prevents the development of the student's independent thinking and ability to search. At a time when information and communication technologies are rapidly developing, such lessons are not effective. Today's demand requires meaningful organization of the lesson process in an unconventional way, increasing the interest of students and ensuring their activity in the educational process.

Interactive methods are an important link in the organization of non-traditional classes. They are a type of training organized in the active interaction of the teacher and students. In this, the teacher and the student work together. There will be a conflict of ideas. The student's free thinking process rises to a new level. In this way, the teacher activates students, enriches the outlook and thinking of students with low mastery.

Education is a long-term process, and its quality depends on the methods used in the lesson. The meaningful course of the lesson, the methods used in it and the results achieved determine the teacher's skill and level of knowledge. If the methods are chosen correctly in the lesson, the goal will be achieved quickly and easily. The choice of interactive methods is based on the didactic purpose of each lesson. This requires the teacher to teach based on methods appropriate to the subject of the lesson, not always in the same way. For this, a teacher should always work on himself, improve his knowledge and professional skills, be aware of scientific innovations and use them effectively in his work. If the teacher is a creator, actor and scientist at the same time, the effectiveness of the lesson will be high only if he predetermines the content of the lesson, the methods and forms of delivery to the students, and chooses a method suitable for the topic based on his professional skills.

It is known that today there are more than a hundred types of interactive methods, most of which have been tested and have given good results. Effective results can be achieved in the lesson by using the widely used methods - "Cluster", "Brainstorming", "Continue", "Presentation", "Blitz survey", "Problem situation". "Sinquain", "Reverse test", "Wheel of Mind" methods are used in the part of the lesson to ask about the passed topic, "Insert", "Pinboard", "Zinama-zina", "Boomerang" technologies in the part of explaining the new topic, in the part of strengthening the topic Graphic organizers such as Venn Diagram, Fishbone, Why?, How?, Concept Chart, Lily Flower, and Concept Analysis, T-Table, Resume, The use of "Sunflower", "Charkhpalak" methods, "FSMU", "Cluster", "BBXB" methods for homework help to ensure the effectiveness of the lesson and increase the knowledge of students.

In addition to the above-mentioned interactive methods, didactic games such as "Yes-no", "Find the owner of the definition", "Who am I?", "Domino" can be used in native language and literature classes. During the game, the students behave freely and want to show their knowledge. As a result, the student gains confidence and determination. Learns to enter into a debate. He is used to justifying his opinion. The age and level of education of students should be taken into account.

It is up to the teacher and the student to choose the technology to achieve the goal, because the main goal of both parties is to achieve a specific result, and the technology used is selected depending on the level of knowledge of the students, the nature of the group, and the situation.

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