



## TECHNOLOGIES OF LANGUAGE TEACHING METHODS

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**Annotation.** *This article provides insights into language teaching methodology technologies. It shows the stages of development of educational technologies in teaching mother tongue in Uzbekistan. The problem of mother tongue curriculum was identified as a separate topic, it was argued that it is a topical methodological problem, and its form, methods and tools were identified.*

**Key words:** *Mother tongue, phenomena of language, standards, integrates, primary of education process.*

One of the main problems in the history of school education is what to teach and how to solve it. Although these are separate issues, they are in fact closely linked. To a certain extent, the performance of education is determined by the ability to find the right solution that works in these two conditions.

The granting of state status to the Uzbek language has created a wider use of the internal and external potential of this language. The Uzbek language has been created by thousands of our Turkic ancestors over the centuries, and the language of communication and literature between the Uzbek people also serves as a means of communication. In this language, A.Navoi, Babur, Abulgazi Bahodirkhan, Mashrab, Muqimi, Furkat, Chulpon, Fitrat and a number of other writers created their historical works of art and demonstrated its power. In order to fully understand the uniqueness of the Uzbek language, its versatility, the ability to create artistic images, it is necessary to study the language of works of art of our classical and modern writers and work with texts.

What mother-tongue therapists should organize and know in secondary schools is still not an issue. For many years, we have approved the creation of absolute programs and textbooks in the native language, as well as all the subjects taught at school, and radically updated it, condemned any action. This is one of the reasons why the content of education in the mother tongue has been depleted at some point, and the theoretical interpretations of school textbooks for 50-year-olds have been working with some pupils from year to year. The isolation of academicism, grammar, and related events from the school's native language



programs and textbooks has limited pupils' ability to learn, and has affected pupils' interest in learning the subject. showed. secret guide.

We need to control the phenomena of language from the point of view of creative thinking, production and development of skills of correct, fluent expression in oral and written forms in accordance with the conditions of speech, pronunciation, spelling and punctuation literacy.

Uzbek is the state language of the independent Republic of Uzbekistan, and its teaching in secondary schools is a matter of national importance. The role and opportunities of the native language in educating young people in the spirit of our national values, customs and traditions are enormous. The teaching of this subject is even more important for our independent republic, especially in the context of the problem of training entrepreneurs and creative people.

Unfortunately, the teaching of the mother tongue in secondary schools is not in demand. One of the main reasons for this is that we have misjudged the role of the mother tongue in the development of human consciousness and thinking. Considering that the formation of consciousness and thinking is the task of the social sciences, we believe that the content of education in the mother tongue at school is a scientific interpretation of the construction of the mother tongue, the study of grammar. As a result, the pupil is exposed to more than 750 grammatical concepts and definitions and completes many tasks of varying size and complexity, but oral and written literacy does not change significantly. The majority of pupils still have a low level of creativity, independent thinking, the ability to express the product of creative thought in oral and written forms in accordance with the conditions of speech. It would be unfair to blame the teacher or the schools for the material and technical poverty.

This subject is crucial in the organization of philological education in secondary schools, academic lyceums and vocational colleges, as well as in higher education. Because the methodology of teaching Uzbek is the basis for the effectiveness of teaching any other subject in the system.

The state standard of primary education was set by areas of education, not by subjects. Standard indicators in the field of education are determined based on the level of development of children aged 7 (6) -11, the amount of educational content required by society, based on the needs and opportunities. The establishment of the state education standard of primary education at this stage allows to limit the scope of educational content, to integrate the spheres of





education. The establishment of the state educational standard implies the modernization (updating in terms of the requirements of the time) based on the conceptual basis of the content of primary education.

The state educational standard defines the requirements for knowledge, skills and competencies that pupils should acquire, based on the social requirements of the primary education process. This, in turn, allows you to set criteria for assessing the knowledge, skills, and competencies your student has acquired. The basis of the standard of primary education is the integration of the parameters of education, aimed at the formation of skills and competencies in the same primary school pupils, taking into account the current needs of the state and society.

The standard of primary education is the standard parameters of each stage of education, the modernization of the field of education, the components of this content, the means and methods of the educational process, as well as the general pedagogical, psychological, technological system and serves to determine the level. At the same time, all attention is focused on maintaining the integrity, coherence, continuity and completeness of the purpose of primary education.

The requirements of the state and society for the stage of primary education must be fully ensured in the areas of education, mutual compatibility, proportionality, harmony. In this regard, the establishment of the standard of primary education allows to modernize the content of the educational process and the content of the same components, the use of new, modern pedagogical technology in the process of primary education. The following pedagogical factors can be applied to new technologies in the educational process:

- Ensuring the gradual transfer of educational material in accordance with the content of education, determined in each area of education included in the process of primary education;

- subordination of the educational process to the goals of the educational sphere and ensuring the balance of inter-sectoral goals of education;

- The main parameters of the standard of primary education, the requirements for the assessment of specific levels of knowledge, skills and competencies of primary school pupils in each field of education, as well as the criteria for assessing learning outcomes development on.



The standard of primary education integrates the standard indicators set for the areas of education. The criteria and parameters of the standard are the indicators of the educational standard set in the field of education.

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