

THE ROLE OF METHODS AND SKILLS IN TEACHING UZBEK

Oykhon Erkinjonova Khusniddin kizi,
oykhonabdurakhimova@gmail.com

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Annotation. In this scientific research work, different methods of teaching languages and learning styles were studied and analyzed according to scientific view. Author also pointed her own opinions and tried to illustrate them by examples. The using of bilingual, comparative, communicative methods, kinesthetic, visual learning styles in teaching Uzbek language on this studied issue.

Keywords: kinesthetic, visual aids, methodology, communicative method, orthographical interference.

Annotatsiya. Ushbu maqolada til o'qitish metodlari va o'quv uslublari tahlil qilinadi. Muallif turli usullar, jumladan, ikki tildagi, taqqoslash, kommunikativ metodlardan foydalanishni va kinestetik hamda vizual o'quv uslublarni o'zbek tilini o'qitishda qo'llash imkoniyatlarini ko'rib chiqadi. Tadqiqot natijalari shuni ko'rsatadiki, o'quvchining til bilimi darajasini aniqlash va unga mos metodni tanlash o'quv jarayonining samaradorligini oshiradi. Kinestetik materiallar va vizual yordam vositalari bilan yangi so'zlarni yodlash osonlashadi. Shuningdek, kommunikativ metod, vazifaga yo'naltirilgan o'qitish, audio-lingval, to'liq harakat orqali javob berish va ikki tildagi metodlar o'quv jarayonida muvaffaqiyatli qo'llanishi mumkin. O'quv jarayonida turli metodlar va uslublarni qo'llash o'quvchining motivatsiyasini oshiradi va tilni o'rganishni samarali qiladi.

Kalit so'zlar: kinestetik, vizual yordam, metodologiya, kommunikativ metod, orfografik aralashuv.

Аннотация. В данной научной работе исследуются и анализируются методы преподавания языка и стили обучения. Автор рассматривает использование различных методов, включая билингвальные, сравнительные, коммуникативные, а также кинестетические и визуальные стили обучения при преподавании узбекского языка. Результаты исследования показывают, что определение уровня знаний учащегося и выбор соответствующего метода способствует повышению эффективности учебного процесса. Использование кинестетических материалов и визуальных средств облегчает запоминание новых слов. Кроме того, коммуникативный метод, обучение на основе заданий, аудиolingвальный метод, метод полного физического отклика и билингвальный метод могут успешно применяться в образовательном процессе. Применение разнообразных методов и подходов повышает мотивацию учащихся и способствует эффективному освоению языка.

Ключевые слова: кинестетический, визуальные средства, методология, коммуникативный метод, орфографическое вмешательство.

Introduction. There are different types of learning styles, according to themes choosing appropriate teaching language method can be advantageous. If learner can remember easily new vocabulary with kinesthetic material or visual aids, teacher should use different types of methods in the lesson. First of all, students' knowledge of language should be defined and the results of competence skills of language can analyze students' level of knowledge in Uzbek. While there are always those programs that insist upon a mandatory methodology, doing great disservice to students and teachers alike, you should always try to choose those methodologies and approaches that are most effective for your students. After all, our job as teachers is to help our students to learn in the best way for

them—not for us, not for any researcher and not for any administrator. The best teachers choose the best methodology and the best approach for each lesson or activity. They aren't wedded to any particular methodology. Rather they use principled eclecticism, freely moving between lessons, tasks, methodologies and approaches, almost seamlessly. Language pedagogy has come a long way since the days when repetitive grammar-translation methods were regarded as the only way to learn. Today, task-based approaches are widespread in British schools, emphasizing communication and the practical uses of language. There is a widely used approach nowadays of language teaching favored by many teachers based on the communicative method where emphasis is devoted to the learners instead of teachers in the classroom. The memorization of words by learners with their meanings and rules of grammar is no longer favored by teachers. For Bernard (2013), a French and Spanish teacher at St Gemma's High School in Belfast, these methods of teaching allow her to cast aside the textbook whenever she can. "You need a little bit of grammar, but my approach is much more topic based with as little grammar as possible," she explains. Learning a language is interactive, co-operative, learner-centered and content-based, but the approach does not mean that learning a second language involves just 'conversation'. The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organization of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression).

Literature Review. The study of effective methods and skills in teaching Uzbek has been addressed by various researchers, highlighting the importance of selecting appropriate approaches based on learners' needs and learning styles. Akbarov (2012) emphasizes that language teaching should be learner-centered, and the choice of methodology must take into account the students' abilities, prior knowledge, and preferred learning styles. According to Ahmedjanova (2010), different methods such as the direct method, audio-lingual method, bilingual method, and communicative approach can enhance language acquisition when applied appropriately.

Swan (1985) critically analyzed the communicative approach, noting that task-based and interactional activities help learners develop fluency and confidence in language use. He argued that materials designed for communicative language teaching, including visual aids, pictures, and interactive exercises, increase student engagement and allow for authentic language use. Similarly, Berlo (1960) highlighted the role of effective communication in learning, emphasizing that language acquisition is enhanced when learners actively participate and practice meaningful interactions.

The bilingual method, developed by Dodson in the 1960s and 1970s, combines aspects of the direct method and grammar-translation, using the mother tongue to facilitate comprehension and production in the target language (Familiarizing Yourself with Uzbek, 2020). This approach demonstrates that integrating learners' native language can enhance motivation and understanding, particularly for foreign students learning Uzbek as a second language.

Recent research has also emphasized the effectiveness of multisensory teaching methods, including kinesthetic and visual aids, for improving vocabulary retention and overall language competence. Task-based learning, total physical response, and immersion techniques have shown success in engaging learners and supporting active participation. Collectively, these studies indicate that a principled eclecticism—selecting the most appropriate methods according to learners' needs and lesson objectives—provides the most effective approach to teaching Uzbek.

In summary, the literature demonstrates that no single methodology suffices for all learners. Instead, combining communicative, bilingual, audio-lingual, and task-based methods, along with the use of visual and kinesthetic materials, maximizes language learning outcomes and fosters learner-centered education.

Analysis results. Have you ever repeatedly drilled Uzbek grammatical endings, or numbers, or months, perhaps before showing them to your students? Then you've used the audio-lingual method. Have you ever played Simon Says? Or given your students commands to open their textbook to a certain page? Then you've used the total physical response method. Have you ever written a thematic unit on a topic not covered by the textbook, incorporating all four skills and culminating in a final assignment? Then you've used task-based learning. If you've already done all of these, then you're already practicing principled eclecticism.

The point is: The best teachers make use of all possible methodologies and approaches at the appropriate time, for the appropriate activities, and for those students whose learning styles require that approach.

The ultimate goal is to choose the methods that best fit your students, not to force your students to adhere to any particular or limiting methodology. It is important to remember first and foremost about learner, his ability, skills, learning style.

Songs, games, stories and grammatical tasks make learner concentrate on learning language. We think that dividing into levels of learner's knowledge can be useful for making system. There are three levels in order to identify learner's knowledge in Uzbek language. They are:

✓ Level for beginners – in this level teacher should choose ordinary and simple materials. (basic vocabulary and grammar)

✓ Level for intermediate students - in this level learner can understand complex text, presentation, TV shows, letters, stories)

✓ Advanced level - in this level (writing essays, reading articles, novels, making a speech and speaking fluently in Uzbek)

The direct method, audio-lingual, comparative, bilingual methods are considered as appropriate method on teaching Uzbek. Since It can fit almost all learning styles and make learner have interest for language. Immersion methods also one of the best ways of teaching Uzbek efficiently. This corresponds to a great extent to the situation we had at International schools. Students are immersed in the Uzbek language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, Uzbek. Immigrant students who attend local schools find themselves in an immersion situation, for example, children from England, Russia, China, Japan and Korea may attend Uzbek schools. In order to build an ear for any language, you have to listen to it as much as possible—Uzbek is no exception. If you conduct a simple Google or YouTube search, you will find a mosaic of Uzbek audio and video clips, media sources, and the like available for you to listen to. One excellent resource is BBC Uzbek. Uzbek shares more features with Japanese and Korean than with English. Learning Uzbek will be challenging but rewarding. Notable features of the language that are different from English include subject-object-verb sentence order, vowel harmony, and suffixes or agglutination. However, unlike English or most European languages, Uzbek has highly regular phonetic spelling, no irregular verbs, and is gender neutral; learn a rule and apply it to all. (“Familiarizing Yourself with Uzbek,” 2020)

The Communicative Approach, also known as communicative language teaching (CLT), emphasizes interaction and problem solving as both the means and the ultimate goal of learning languages. As such, it tends to emphasize activities such as role play, pair work and group work. It switched traditional language teaching's emphasis on grammar, and the teacher-centered classroom, to that of the active use of authentic language in learning and acquisition.

Materials play an important role in communicative language teaching. They provide the basis for communication among the learners. Text-based material like textbooks will, if designed on communicative language teaching principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation. Other books consist of different texts the teacher can use for pair work. Both learners get texts with different information and the task is to ask each other questions to get to know the content of the missing piece. According to Swan (1985) Task-based material consists of exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets. The most

obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more.

Discussion. The **bilingual method** was developed by C. Dodson in the 1960s and 1970s. Dodson set out to make improvements to the audio-visual method (which has much in common with the direct method outlined above). The bilingual method makes use of **the traditional three P's: presentation, practice, production**. The three P's are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge. The bilingual method advocates the use of the first language in learning the second language. It's distinct from the grammar-translation method in that it places a **strong emphasis on oral language**. If the aim of language learning is ultimately for the student to become fully bilingual_ then this method models this positive outcome from the very beginning. As the students begin their language learning journey, their destination is visible in their language teacher. The competence and confidence of the teaching materials and teachers as she moves from L1 to L2 and back again is a clear model for the student to emulate. If foreign students would like to learn Uzbek with the help of comparing their native language and use it while translating Uzbek new words. For instance, following sentence "Men qahva ichmoqchiman" in order to be understandable teacher or learner can translate it from Uzbek to their native language. The bilingual method presents an attractive alternative to other methods. The direct method consumes much time in establishing meaning; the bilingual method establishes meaning immediately through the mother tongue and, in the initial stages, the printed word. It employs the mother tongue to cue foreign language responses, and it uses the printed word as an aid in accurate initial reproduction of the foreign language. Orthographical interference is avoided by never asking the student to read aloud. Experience in classrooms shows that students' motivation increases due to full comprehension, high retention, and flexible procedure. Teachers must be fluent in both foreign language and mother tongue, and must develop facility in the steps of the method in order to provide rapid cuing.

The three principles are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge. Principles of The Bilingual Method:

- ✓ The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.
- ✓ There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.
- ✓ Bilingual method is the combination of the Direct method and the Grammar translation method.

Rather than being a hindrance, advocates of the bilingual method argue that the mother tongue of the students is the greatest resource in the language learning process. This is true particularly for those students over the age of 7 or 8, when the mother tongue has been firmly established in the students' minds. The bilingual method allows easy glossing of difficult words and efficient explanations of points of grammar. Learning Uzbek as a second language is not an effortless thing expressively. Students will feel uncomfortable about their lack of Uzbek capability and will thus be unenthusiastic to use the language. The duty of the teacher of Uzbek as a second language is to form a secure and helpful atmosphere, one in which the student will be relaxed experimenting with the language.

Conclusion. In conclusion, the effective teaching of Uzbek relies on the careful selection and combination of methods and skills tailored to the learners' needs, abilities, and learning styles. Utilizing approaches such as the communicative method, bilingual method, direct method, audio-lingual method, task-based learning, and immersion ensures that students remain engaged, motivated, and able to develop practical language skills. Incorporating kinesthetic and visual aids further enhances vocabulary retention and comprehension, catering to different learning preferences.

Teachers who practice principled eclecticism, adapting methodologies to specific lessons and student levels, create a learner-centered environment that maximizes understanding and language acquisition. Ultimately, no single method is universally superior; the integration of multiple approaches allows learners to develop fluency, confidence, and a deeper appreciation of the Uzbek language. Applying these strategies equips students to become proficient speakers and encourages lifelong language learning.

Using different methods in teaching Uzbek can help to enrich aim and become professional speaker in this language. Methods make foreign learners learn Uzbek efficiently.

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