



SPECIAL TASKS DIRECTED TO THE PERSON IN MOTHER TONGUE EDUCATION

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Abstract: The article talks about special assignments in mother tongue education.

Key words: Native language and literature, personality, orientation, special assignment.

ONA TILI TA'LIMIDA SHAXSGA YO'NALTIRILGAN MAXSUS TOPSHIRIQLAR

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Annotatsiya: Maqolada ona tili ta'limida shaxsga yo'naltirilgan maxsus topshiriqlar haqida gap borgan.

Kalit so'zlar: Ona tili va adabiyoti, shaxs, yo'naltirish, maxsus topshiriq.

Today, the quality and effectiveness of mother tongue education in general secondary schools is based on the methodical preparation of the teacher, the organization of creative activities taking into account the age characteristics of students, and education based on subject-subject cooperation, depending on the improvement of the process control and management strategy. In the "Problems related to staffing" of the concept of development of the teaching of the mother tongue in general secondary schools, it is noted that "gaps have arisen in the connection of theoretical training and practical competences of graduates due to imperfections in higher education" not for nothing. Nowadays, this issue remains one of the urgent problems of the methodology of teaching the mother tongue.

In recent years, by teaching the mother tongue at all stages of education, it is important to develop the competence of creative thinking of learners, to improve their critical thinking, to improve their ability to self-assess, to direct their creative activities correctly. special attention is being paid at the international level. In the world practice of the education system, the introduction of modern information and communication technologies on the basis of individualization of the mother tongue teaching methodology and the integration of competence approaches is considered as a leading factor in ensuring the quality of education. In the language education of grades 5-11, it is intended to perform a number of tasks, such as preparing the student for independent life, forming his critical views, determining his personality qualities, improving his theoretical knowledge of science, and bringing language units to the level where he can fully use them in accordance with their purpose. is caught. It is



not for nothing that the organization of language education on the basis of a person-oriented approach in fulfilling this task is in the leading position in world practice as an important factor that ensures the effectiveness of education. That is why in the field of pedagogy, significant work has been done on the formation of education based on a person-oriented approach. However, its improvement applied to the teaching methodology of each subject, in particular, to the methodology of the mother tongue, is one of the important scientific-methodical tasks facing language education.

In the concept of the development of the public education system until 2030, "improving teaching methods, gradually applying the principles of individualization to the educational process, forming a healthy, strong and effective motivation to study in students from an early age" The fact that important tasks like The main requirement of education is the development of students' educational activity, activeness and independence in education. Based on this, it is necessary to develop educational tasks that will activate both the future teacher and the school student in the educational process.

1. O.U.Avlayev divides teaching methods in higher education institutions into two groups in the form of teaching methods and learning methods, referring to the issues of professional and personal preparation of students, active creative activity and independent work. The unique feature of the methodology of teaching subjects in higher educational institutions in the field of pedagogy is manifested in the organization of the educational process. Special assignments are recommended for students to independently prepare for the lecture in a scientific-theoretical and methodical way and to have a creative, critical approach. Assignments that students should complete outside of class:

1. Determine to what extent the Laws "On Education" and "On State Language" are reflected in the concept of mother tongue.
2. Analyze the mother tongue program of general secondary schools and its sections, content and requirements based on the principles of person-oriented education.
3. Respond to the relevance of the information, views and recommendations given in the methodical literature on the topic being studied, with literacy.
4. Give examples of modern approaches that ensure the practical implementation of the information given during the lesson.
5. "React to the opinions expressed in the methodical literature about the object of study of morphemics and morphology by justifying the mutuality of morphemics and morphology.

In language education, on the topic "Methodology of teaching phonetics", "What is the purpose of teaching phonetics at school?", "What is the purpose of teaching morphemics?", "What is the purpose of teaching syntax?", "How to teach syntax based on lim principles?" based on such questions, students are attracted to study the topic. With this, the educational importance of the subject taught at school is determined.

Assignments encouraging students to react to the views of methodical literature on the study of a specific topic, direct students to creative work, teach them to work on scientific-theoretical sources, and lead to the emergence of a new methodical approach.

Most of the terms in the speech are taken from the vernacular. At school, drawing students' attention to the explanation of the meaning of the terms of the mother tongue educates their sensitivity to the language. For example, when explaining expressions such as rovisish no rovisish, rovisish is bad, rovisish did not, ravish is bad with the word rovisish, "what is the meaning of the word rovisish?", "What does the term ravish mean?" its dictionary meanings are analyzed through questions such as Then ravish - Persian - walk, raftor, way of moving; means form,



shape, method, style: the word *rav* also means such things. In linguistics, idiom is a sign of action. These comments are determined by students. Starting the subject in school with the explanation of the dictionary meaning of the term opens the way for students to understand the essence of the subject being studied.

In higher education, to prepare students to interpret the meaning of the word "verb", they should cite expressions and combinations in which the verb is involved (the verb is bad, the verb is heavy, the verb is built, the verb is - well-known, suitable for the verb, derived from the verb, the verb is unpleasant) and based on their meanings "Verb - Arabic action, influence, work, deed; it is interpreted as a set of mental characteristics that make up a person's character and behaviors arising from it.

The comparative teaching method in teaching vocabulary encourages students to think logically. In this process, it is possible to understand the similar and different features of two or more sets of words. For example, in the task "Say the word groups denoting a sign", students gave an adjective and an adjective. Although the number also indicates the sign according to the amount, the verb indicates the sign according to the situation, time, and amount. In particular, teaching the adjective group by comparing it with the adjective forms the ability to differentiate between the words of these two groups. Pupils learn to associate adjectives with nouns, color, smell, shape, size, feature, taste, time (autumn work), place (steppe boy), characteristic sign (scientific conclusion), place (wall paper). , according to the physical condition (strong and weak young man) represents the sign, according to the measure the meaning of the sign (heavy stone), according to the physical condition (old man, young child) and the behavior is the state of movement, they easily learn that it is differentiated as an independent set of words according to their lexical meaning and grammatical features, which denote a sign according to the time, place, purpose, and reason.

Basing on the principles of teaching the mother tongue, restoring the learned knowledge in memory, understanding the interdependence of the language, and basing on this in teaching ensures the effectiveness of teaching. Therefore, students are involved in identifying the principles that underlie the analysis of each native language unit. For example, after explaining the meaning of the term "syntax" (Greek syntax - composition, attachment, structure), the meaning of the words "structure, structure" can be determined by creating a sentence from the words given in the main form and analyzing the means of connecting words in the sentence. *nosi* is based. By recommending the words to the students in their capital form, they connect them and explain the dictionary meaning of the syntax through the sentences they compose when they are given the task of word combinations and sentence formation. Analyzing structured sentences through the following questions gives students an idea about the specific principles of teaching syntax:

- What tools did you use to connect the words to form a sentence? In which department of linguistics are these tools studied? (Based on the morphological principle in teaching syntax)
- Read the sentence. What tone did you read? In which branch of linguistics is tone studied? (Based on the phonetic principle in teaching syntax)
- What do the words in the sentence mean? Which word group do they belong to? (The principle of teaching syntax in connection with lexicology and morphology)

In this way, students are introduced to the methods of teaching syntactic concepts and the methods of communication between the departments of the mother tongue.

Encouraging students to conduct scientific-methodical research in teaching their mother tongue by comparing the grammatical meaning of word groups prepares them for the

methodical process aimed at forming students' generalization and specialization skills based on the aspectual principle.

It seems that in the process of working on special assignments directed to the individual (directed to the student and through him to the reader) in mother tongue education, the basis of homonymy and synonymy features of language phenomena, the grammaticalization of independent word groups and auxiliary word groups teaching to work on meaning avoids repetition in speech activity.

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