

State Language: Providing Active Integration of Modern Information Technologies

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Abstract

In the conditions of today's globalization, the role and participation of higher education institutions in maintaining the purity of our national language, increasing its vocabulary, increasing the speech culture of the population, ensuring the active integration of the state language into modern information technologies and communications, and increasing the position and prestige of the state language at the international level should be clearly demonstrated.

Keywords: the place of the Uzbek language, the concept of "language owner", national and spiritual value, cultural heritage, the main symbol of independence.

In recent years, the issue of using new information technologies is becoming more and more important. These are not only modern technical tools, but also new forms of teaching, perhaps a new approach to the educational process. The use of multimedia tools helps students to implement a new approach to learning, provides individualization and differentiation, taking into account the student's characteristics, educational level, and abilities.

In our time, computer technology is a very important and independent tool. Many children and even adults use it only to play computer games. In our time, computer technology is a very important and independent tool. Many children and even adults use it only to play computer games. But, fortunately, many people have found a way to use it properly. The presence of such an assistant in our hands makes our work easier and saves our time, because we can print theses, reports and all the necessary things without leaving home[1].

Grammar is the main component of our speech. Therefore, grammar in the system of linguistics is an important component of speech activity: listening, speaking, reading and writing[2].

The concept of "language master" is also often used in an absolute sense. This distorts the real picture of using one or another language. For several decades, English has been divided into three categories: native language, second language (ESL), and foreign language (EFL). Teaching methodologies also differ depending on these categories. We must understand that each of the users of a particular language is a language owner. According to available data, Uzbek is spoken by 85 percent of the population of our country. Uzbek is the mother tongue for 80 percent of the population, most of whom are Uzbeks.

According to available data, Uzbek is spoken by 85 percent of the population of our country. Uzbek is the mother tongue for 80 percent of the population, most of whom are Uzbeks. However, it is necessary to pay attention to the level of language competence (including the Uzbek people). One of the most popular scales of language competence is the Common European Framework of Reference. It has six levels from A1 to C2, including different language skills such as reading, writing, listening, speaking. Also, a large number of Uzbek speakers know

the Russian language at a limited level, from A1 to V1. Their number is approximately 50-60 percent of the population. This is ten times more than the number of ethnic Russians in Uzbekistan. These are approximate data, and they are of great importance in the development of language policy. But no large-scale research is being conducted in this area. Despite the fact that the Russian language is widely spoken among various social groups, it does not have an official status, and its use, except for practical necessity, is not regulated in any way. This situation made it possible for the Russian language to take a firm place in certain spheres of communication and to establish a reasonable balance in its use[3].

In order for each person to interact with other people and exchange ideas, it is necessary to know the language first. Learning a language begins with memorizing the spelling and pronunciation of letters and the necessary words that are common in everyday life. The fact that a learner has mastered new words in a foreign language does not mean that he is able to communicate, that is, if the words are not combined according to certain rules, he will be a collection of words that do not have the power to express ideas.

A student with a certain vocabulary should be able to form phrases and sentences based on the words he has learned. Usually, in the process of entering into communication, there is a lot of cross-talk in the speech of the two parties. In addition, reading books, using the Internet or following the media to obtain various information can also lead to effective results in language learning[4].

The situation with the Russian language is much more complicated and complicated. In Uzbekistan, the Russian language is more important than the language of family and communal communication.

Ethnic Russians make up 4-5 percent of the country's population. If we include "Europeans" or "Russian speakers", their total number can be 10-15 percent. The paradox is that the majority of Russian speakers are ethnic Uzbeks. Here, finally, it is necessary to remember the important concept of language competence.

There is a simple truth that is often overlooked. Concepts such as "Turkish", "German", "Slavic", "Semitic" first of all represent a linguistic category.

But these concepts were used by politicians in the 19th and 20th centuries to define ethnic groups, peoples and their culture. Turkic languages are spoken in the cities of Abakan, Andijan and Antalya, but representatives of different ethnicities and cultures live there. Yiddish, Volga German, and Afrikaans belong to the Germanic language family, but the speakers of these languages belong to different ethnic groups and cultures. The same rule applies to languages that have gained international popularity. Therefore, for example, it is completely wrong to equate Russian speakers with ethnic Russians.

If we apply these categories to the language situation in Uzbekistan, the number of people who know Uzbek to a certain level will increase. Although they are not 'native speakers', they may have some language competence. We think that the Russian-speaking population of Uzbekistan does not know the Uzbek language. But if we clarify the situation, it will be found that they understand Uzbek at the A2-B1 level, and can conduct a simple dialogue at the A1-A2 level.

At the same time, for many ethnic Uzbeks, tasks related to the literary language, especially speaking on unfamiliar and abstract topics, are sometimes difficult. Not to mention writing on these topics.

In other words, many Uzbeks know their mother tongue at the S2 level. The same is true for other languages. However, despite the fact that this situation is of great importance both for Russian speakers and for teaching Uzbek, it does not change the characteristics of using Uzbek in general.

Despite the fact that the Uzbek language is spoken not only in Uzbekistan, in the north of Afghanistan or in the south of Kyrgyzstan, but also in many other countries, including Russia and the USA, this language remains the language of Uzbeks only.

As I mentioned, the situation with the Russian language is more complicated. There is no exact information about the number of users of this language, everything is different from each other.

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