

The Effect of Using Methods in Teaching the Own Layer Module of the Uzbek Language

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Abstract. This article talks about conducting classes on the basis of modern pedagogical methods and the positive results of these methods in students' mastery of subjects. The main rules of the methods, the purpose of their implementation, the procedure for implementing the methods are covered based on questions and tasks.

Key words: pedagogical technology, method, own layer, mastered layer, lexicology, internal source, external source, question, assignment.

About the concept of modern pedagogical technology. What is pedagogical technology? Why, in later years, adding the words "new", "advanced", "modern" and the plural suffix "-s" to this compound word, "new pedagogical technologies", "advanced do we call "pedagogical technologies", "modern pedagogical technologies"? To answer such questions, first of all, it is necessary to clarify the essence of the word "technology". According to the sources, the term "technology" is a Greek word, and its composition is formed by joining two words. That is, it is derived from the words "technos" - art, skill, "logos" - science, and logically means "science of skill" or "science of skill". In the "Explanatory Dictionary of the Uzbek Language" the term "technology" is interpreted as "a set of knowledge about production processes, methods and tools. In the science of "Pedagogy", the term "pedagogical technology" is interpreted as "a set of knowledge about educational rules, methods, forms and tools". After all, pedagogy is the science of teaching students the ways and methods of education.

Thus, "modern pedagogical technology" is the driving force of all reforms in the field of education, which provides an opportunity to raise the educational process to the level of art and skill, which means to be knowledgeable, to stimulate talent.

The use of the following methods in the process of teaching specific words in the lexicon of the Uzbek language gives positive results:

"Brainstorming" method

At the same time, various methods are being developed to increase the useful work coefficient of the brain. However, according to experts, only seven percent of the brain is working. Educational methods that activate brain activity include social-psychological training, lexical analysis, role-playing, "brainstorming" and others.

"Intellectual attack" - "brainstorming" (brain storming) is taken from the English word and is one of the methods of active education, management and research. This method stimulates mental activity, accelerates creative and innovative processes.

The main rules of the "Brainstorming" method:

The technique of using the "Brainstorming" method is as follows: the person conducting the "Brainstorming" method puts forward a known problem and asks the participants what ideas they

have for solving this problem, and they also put forward unexpected ideas. emphasizes. The person conducting the method writes down all the thoughts. At this point, he does not show a critical attitude towards the opinions expressed, and the opinions continue to be written until the end, until the last one is said.

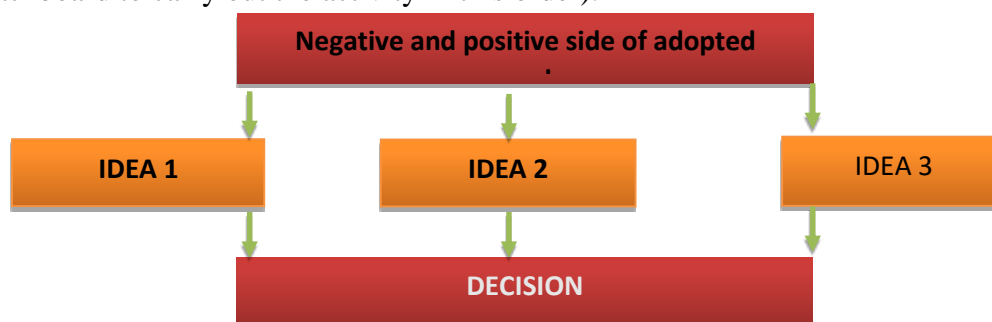
The goals of conducting the "Brainstorming" method:

- coming up with ideas to solve the problem;
- sort ideas according to their importance;
- formation of active thinking skills;
- to demonstrate the process of emergence of unexpected ideas;
- formation of the skill of using the found ideas.

It is noted that in the process of developing ideas, critical thoughts slow down this process. Even the most powerful idea generator can be powerless to resist critics. That is why the following rules are followed in "brainstorming".

"Decision tree" ("Decision making") method

"Decision tree" used with the participation of group students allows to determine the level of knowledge of several, ten students, to summarize and evaluate their opinions. The use of this method in the educational process allows for a detailed analysis of each option, their acceptable and unacceptable aspects, expressed by students in making a rational decision (coming to a conclusion) on a certain problem. During the lesson, students fill in the chart based on the following diagram (or use the blackboard to carry out the activity in this order):



The "Decision tree" method is used based on the following conditions: before the beginning of the lesson, the teacher defines a problem related to the topic for discussion and analysis. Prepares posters for writing conclusions (decisions) made by groups.

1. The teacher divides students into groups of four or six people. A certain time is set for solving the problem and making the most optimal decision in this regard.

2. During the decision-making process, the levels of acceptability and unacceptability of options expressed by each member of the groups are discussed in detail. The advantages and disadvantages of each option are listed. Based on the stated options, the group members come to a consensus on the method that serves to positively solve the problem.

3. At the end of the time allotted for the discussion, the members of each group will give information about the decision of their group. If necessary, under the guidance of the teacher, he compares the conclusions (decisions) expressed by all students with each other.

Applying the "discussion-discussion" method

The first stage. Problematic questions are asked:

1. Explain what you understand by the word
2. What else should a word have besides sound?

3. What do you understand by the lexical meaning of a word?
4. What is the grammatical meaning of the word?
5. What is the difference between a lexeme and a word?
6. Make a sentence, divide it into words, determine the lexeme part of the words.

The second stage. Opinions are expressed by students:

1. A combination of sounds is a word.
2. Any combination of sounds does not form a word.
3. There are two sides to the word: the material side (sound or sequence of letters) and the meaning side.
4. A word consists of a combination of lexical and grammatical meanings.
5. Word as a unit of morphology, and lexeme as a unit of lexicology are different from each other.
6. Dozens of different types of flowers: nasrin, nastarin, narcissus, lily, safflower, basil, henna, lily, tulip, rose, rhododendron, flowers reminiscent of flowers with their pleasant smell and beautiful appearance: sunbul, love hay; provides information about decorative trees: cypress, lilac, shamshad, etc.

At the third stage, opinions are heard.

The fourth stage. Feedback will be analyzed.

A clear and optimal solution is selected:

- When we pronounce a word and hear it with our ears, it seems as if it is a whole consisting of only a sequence of sounds.
- To imagine a word in this way is one-sided, because any combination of sounds cannot form a word.
- A certain combination of sounds and sounds becomes a word only when it is connected with a meaning.
- The word has two meanings: lexical meaning and grammatical meaning.

The teacher is formed by the topic based on the solutions of the problem

summarizes the theoretical foundations:

- A word is a morphologically formed sound or a combination of sounds associated with a certain meaning..

- the term word is used in relation to a whole consisting of a stable relationship of lexical and grammatical meanings with a certain sound or combination of sounds.

Arabic words can be divided into the following groups:

1. *Words related to science: letter, teacher, issue, article, spelling, thought, classification, science, virtue, table, etc.*

2. *Socio-political terms: governor, order, decree, government, decision, hurriyat, citizen, figure.*

3. *Words related to literature and art: poem, poet, rubai, ghazal, stage, artist, shop, industry.*

4. *Words expressing religious concepts: Allah, faith, blessing, doomsday, heaven, shahid, karomat, Islam.*

5. *Names of human organs: larynx, komat, dimog, bashara, aza, meda.*

6. *Name of diseases: majrukh, tuberculosis.*

7. *Zoonyms: nightingale, monkey, animal.*

"Analysis of concepts" method

The purpose of the method: this method is used to determine the level of mastery of the basic concepts of the audience or participants on the topic, to independently check and evaluate their knowledge, as well as to diagnose the level of preliminary knowledge on a new topic.

- Procedure for implementing the method:
- • participants are introduced to the training rules;
- • listeners are given handouts with names of words and concepts related to the topic or chapter (individually or in groups);
- • listeners provide written information about what these concepts mean, when and in what situations they are used;
- • at the end of the set time, the teacher reads out the correct and complete explanation of the given concepts or shows it through a slide;
- • each participant compares his personal attitude with the given correct answers, identifies the differences and checks and evaluates his level of knowledge.

<i>Concepts</i>	<i>What do you think this concept means?</i>	<i>Additional Information</i>
<i>Lexicology</i>		
<i>Lexical layer</i>		
<i>Own layer</i>		
<i>Mastery layer</i>		
<i>Internal source</i>		
<i>External source</i>		

Task on text processing technology.

Find Uzbek, Arabic, Persian-Tajik units through the text below.

In the past, a farmer, who was getting poorer and poorer, was thinking on the side of the road, and a poor traveler passed by. Then the farmer:

- O sage, what I sow, I will get rich? he asked for advice.

The passenger recommended him to plant onions. You see, the farmer who got into the conversation of the stranger got really rich that year. When the same traveler met the farmer, who was overwhelmed with joy, he said:

- Hey man, what do I sow, I will get richer? - he asked for the second time.

Then he named another crop and continued on his way. Look at the sky, the next year the farmer's luck will not improve and he will be even poorer than before.

The farmer, who was very angry, began to wait impatiently for the passenger. Finally, he encountered a familiar passenger and:

"Oh, poor passenger, why did you deceive me?" I heard your words and instead of getting richer, I became completely poor! - he said angrily.

Shut up, - said the passenger, - in the first year you addressed me as a "wise man". I have given you the sage's answer. As a result, you got rich. The next time, you saw me worthy of the word "gado" and I gave you the answer of gado, - he said...

Pre-text stage. Have a discussion on the title first. You should also think about the possessive and possessive words.

Subtext stage. Share your thoughts on the power and importance of words.

Assignment: From the words given below, write down the lexemes related to your own layer and the acquired layer and determine which field they belong to.

Own layer	Mastery layer

Activity, dialogue, text, section, program, equation, phoneme, vowel, consonant, versatile, credit, book, television, internet, triangle, situation, money, price, value, infinity, computer, magnesium, integral, oxygen, algorithm, table, size, fluid, edge, technique, substance, result, air, water, summer, season, audience, room, market.

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